LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0101: DEWITT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	96.15%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.33%	N	6.91%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	50.00%	Y	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	38.18%	N	4.44%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	28.03%	Y	N/A	↑
Grade 08	36.07%	28.33%	38.00%	N	1.93%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.41%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	59.32%	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.	11.78%	10.16%	9.60%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=3.00**	**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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0104: STUTTGART SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
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Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	12.50%	N	2.50%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	15.38%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	7.69%	N	7.55%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	63.82%	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.	11.78%	10.16%	17.59%	N	7.43%	↑
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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	95.06%	N	0.43%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**22.22%**	**88.89%**	**88.89%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0201: CROSSETT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	94.44%	N	0.56%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	97.50%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	2.94%	N	0.02%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	16.67%	N	10.58%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.00%	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.	11.78%	10.16%	8.50%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**10.52%**	**42.10%**	**47.36%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0203: HAMBURG SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	93.10%	N	1.90%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	89.66%	N	5.34%	↓

STATEWIDE 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	7.36%	9.14%	11.11%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.06%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.49%	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.	11.78%	10.16%	6.81%	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%	1.65%	4.19%	N	3.19%	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.44%**	**N**	**1.05%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**14.28%**	**28.57%**	**42.85%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0302: COTTER SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	28.57%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	28.57%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	11.11%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	28.88%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	38.46%	N	3.11%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	22.49%	Y	N/A	↓
Grade 08	36.07%	28.33%	55.10%	N	19.03%	↑
Grade HS	26.84%	14.96%	28.49%	N	1.65%	↑

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	85.47%	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.	11.78%	10.16%	6.84%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.10%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0303: MOUNTAIN HOME SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	61.54%	N	26.46%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	38.46%	N	28.46%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	98.48%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	96.97%	Y	N/A	↓
Grade HS	95.00%	98.32%	96.92%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	6.12%	N	1.24%	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	5.17%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.29%	N	0.95%	↓
Grade 08	4.40%	6.95%	3.45%	N	0.95%	↓
Grade HS	2.96%	2.46%	5.36%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	66.67%	Y	N/A	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	34.80%	N	1.06%	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	29.99%	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	32.30%	26.40%	33.76%	N	1.46%	↓
Grade 08	36.07%	28.33%	37.69%	N	1.62%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.27%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	80.67%	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.	11.78%	10.16%	8.69%	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%	1.65%	0.71%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.03%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0304: NORFORK SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	40.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	8.33%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	40.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	7.69%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	12.94%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	7.06%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	68.06%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0401: BENTONVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	94.62%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	5.38%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	97.28%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	99.18%	Y	N/A	↑
Grade HS	95.00%	98.32%	98.95%	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	7.36%	9.14%	9.09%	Y	N/A	↓
Grade 08	5.27%	3.20%	5.31%	Y	N/A	↓
Grade HS	3.99%	3.72%	7.34%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.55%	N	0.69%	↓
Grade 08	4.40%	6.95%	19.47%	Y	N/A	↑
Grade HS	2.96%	2.46%	8.91%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	55.56%	Y	N/A	↑
Grade 08	22.05%	21.50%	37.50%	Y	N/A	↓
Grade HS	20.52%	8.60%	25.93%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	33.33%	Y	N/A	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	61.54%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	42.33%	N	8.59%	↑
Grade 08	41.10%	28.84%	52.33%	N	11.23%	↓
Grade HS	35.35%	28.24%	47.59%	N	12.24%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	44.37%	N	12.07%	↑
Grade 08	36.07%	28.33%	49.40%	N	13.33%	↓
Grade HS	26.84%	14.96%	36.47%	N	9.63%	↓

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.96%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.32%	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.	11.78%	10.16%	13.05%	N	2.89%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.38%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**85.09%**	**N**	**10.40%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**12.32%**	**65.06%**	**69.86%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0402: DECATUR SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	91.67%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	14.29%	Y	N/A	↑
Grade 08	5.27%	3.20%	14.29%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	14.29%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.57%**	**N**	**0.21%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	73.96%	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.	11.78%	10.16%	5.21%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0403: GENTRY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	4.35%	N	3.01%	↑
Grade 08	5.27%	3.20%	9.09%	Y	N/A	↓
Grade HS	3.99%	3.72%	6.25%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	21.74%	Y	N/A	↑
Grade 08	4.40%	6.95%	18.18%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.23%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	16.67%	N	3.85%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	38.31%	N	4.57%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	30.11%	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	32.30%	26.40%	24.41%	Y	N/A	↓
Grade 08	36.07%	28.33%	25.30%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.77%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	76.43%	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.	11.78%	10.16%	2.28%	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%	1.65%	0.38%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.33%**	**N**	**2.16%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	96.43%	N	3.57%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**11.11%**	**N**	**2.55%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**77.78%**	**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.	**61.54%**	**83.01%**	**88.89%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0404: GRAVETTE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.00%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	10.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	96.67%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	96.67%	Y	N/A	↓
Grade 08	95.00%	98.20%	96.15%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	10.34%	Y	N/A	↑
Grade 08	5.27%	3.20%	8.33%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	16.67%	Y	N/A	↑
Grade HS	2.96%	2.46%	6.67%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	25.00%	N	2.25%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	36.04%	N	2.30%	↑
Grade 08	41.10%	28.84%	39.17%	Y	N/A	↓
Grade HS	35.35%	28.24%	37.93%	N	2.58%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	37.95%	N	5.65%	↑
Grade 08	36.07%	28.33%	43.96%	N	7.89%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.36%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	62.73%	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.	11.78%	10.16%	3.11%	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%	1.65%	0.62%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.83%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	--
School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0405: ROGERS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	94.59%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	5.41%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	99.10%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	98.61%	Y	N/A	↓
Grade HS	95.00%	98.32%	99.10%	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	7.36%	9.14%	10.46%	Y	N/A	↑
Grade 08	5.27%	3.20%	5.80%	Y	N/A	↓
Grade HS	3.99%	3.72%	5.50%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	15.58%	Y	N/A	↓
Grade 08	4.40%	6.95%	12.32%	Y	N/A	↑
Grade HS	2.96%	2.46%	5.52%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	25.00%	Y	N/A	↓
Grade HS	20.52%	8.60%	4.55%	N	15.97%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	31.82%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	36.74%	N	3.00%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	30.87%	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	32.30%	26.40%	39.32%	N	7.02%	↑
Grade 08	36.07%	28.33%	37.05%	N	0.98%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	68.71%	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.	11.78%	10.16%	10.97%	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%	1.65%	0.30%	Y	N/A	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.06%**	**N**	**0.43%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**12.80%**	**66.40%**	**69.60%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0406: SILOAM SPRINGS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	94.29%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	5.71%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	96.67%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	97.87%	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	7.36%	9.14%	6.06%	N	1.30%	↑
Grade 08	5.27%	3.20%	2.56%	N	2.71%	↓
Grade HS	3.99%	3.72%	5.63%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.12%	N	3.12%	↓
Grade 08	4.40%	6.95%	10.26%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.95%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	32.36%	N	0.06%	↑
Grade 08	36.07%	28.33%	27.06%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.62%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.32%	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.	11.78%	10.16%	2.42%	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%	1.65%	3.86%	N	2.86%	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**90.90%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0407: PEA RIDGE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	10.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	94.74%	N	0.26%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	5.00%	N	2.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	2.56%	N	1.43%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	15.00%	N	0.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	42.74%	N	9.00%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	47.31%	N	15.01%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.36%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.91%	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.	11.78%	10.16%	7.17%	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%	1.65%	1.02%	Y	N/A	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0440: ARKANSAS ARTS ACADEMY

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	20.00%	N	10.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	25.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	33.33%	Y	N/A	↑
Grade HS	3.99%	3.72%	13.33%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	33.33%	Y	N/A	↑
Grade HS	2.96%	2.46%	4.35%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	30.81%	Y	N/A	↓
Grade 08	41.10%	28.84%	22.22%	Y	N/A	↓
Grade HS	35.35%	28.24%	45.93%	N	10.58%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	30.16%	Y	N/A	↑
Grade HS	26.84%	14.96%	32.22%	N	5.38%	↑

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.28%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	95.19%	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.	11.78%	10.16%	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%	1.65%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**42.86%**	**42.86%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0442: FOUNDERS CLASSICAL ACADEMY OF ARKANSAS 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	80.00%	N	15.00%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	25.00%	Y	N/A	↓
Grade 08	5.27%	3.20%	20.00%	Y	N/A	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	31.25%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	30.17%	Y	N/A	↑
Grade 08	41.10%	28.84%	33.62%	Y	N/A	↑
Grade HS	35.35%	28.24%	49.52%	N	14.17%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	33.16%	N	0.86%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	95.14%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**83.33%**	**N**	**12.16%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**83.33%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**42.85%**	**85.71%**	**85.71%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0444: ARKANSAS CONNECTIONS ACADEMY

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	95.12%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	99.03%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	95.12%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	99.17%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	5.56%	N	1.80%	↓
Grade 08	5.27%	3.20%	1.32%	N	3.95%	↓
Grade HS	3.99%	3.72%	7.61%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	2.78%	N	12.46%	↓
Grade 08	4.40%	6.95%	5.13%	Y	N/A	↑
Grade HS	2.96%	2.46%	4.78%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	33.33%	N	3.50%	↔
Grade 08	22.05%	21.50%	50.00%	Y	N/A	↓
Grade HS	20.52%	8.60%	37.50%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	33.33%	Y	N/A	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	25.00%	N	2.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	94.70%	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.	11.78%	10.16%	4.15%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	93.55%	N	1.94%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**66.66%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**7.69%**	**46.15%**	**46.15%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0445: HOPE ACADEMY OF NORTHWEST ARKANSAS

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-2.00%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	⟷

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	<100%	N	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0501: ALPENA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	36.36%	Y	N/A	↑
Grade 08	5.27%	3.20%	20.00%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	36.36%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	11.64%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	35.21%	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	32.30%	26.40%	3.64%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.57%	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.	11.78%	10.16%	2.15%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.00%**	**N**	**0.49%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	66.67%	N	33.33%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**0.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0502: BERGMAN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	18.18%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	5.88%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	18.18%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	66.67%	Y	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	37.37%	N	3.63%	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	49.08%	N	13.73%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	42.93%	N	10.63%	↑
Grade 08	36.07%	28.33%	48.75%	N	12.68%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.46%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	94.90%	N	0.59%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**25.00%**	**50.00%**	**75.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0503: HARRISON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	94.44%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	5.56%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	96.67%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	94.34%	N	0.66%	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	96.67%	Y	N/A	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.41%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	8.16%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	18.52%	Y	N/A	↑
Grade 08	4.40%	6.95%	7.14%	Y	N/A	↓
Grade HS	2.96%	2.46%	4.26%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	50.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	38.71%	N	4.97%	↓
Grade 08	41.10%	28.84%	49.04%	N	7.94%	↓
Grade HS	35.35%	28.24%	39.48%	N	4.13%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	37.15%	N	4.85%	↓
Grade 08	36.07%	28.33%	54.40%	N	18.33%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.88%**	**N**	**0.52%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.11%	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.	11.78%	10.16%	14.09%	N	3.93%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	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.	23.53%	23.11%	40.74%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**88.24%**	**N**	**2.36%**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**70.21%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**81.58%**	**N**	**9.84%**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**65.96%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**88.00%**	**N**	**3.17%**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**76.60%**	**Y**	**N/A**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**97.37%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.11%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**70.58%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**12.50%**	**50.00%**	**62.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0504: OMAHA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	46.34%	N	12.60%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	48.78%	N	16.48%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	91.67%	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.	11.78%	10.16%	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%	1.65%	2.08%	N	1.08%	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0505: VALLEY SPRINGS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	rd	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	8.33%	Y	N/A	↓
Grade HS	3.99%	3.72%	21.43%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	33.33%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	51.67%	N	17.93%	↑
Grade 08	41.10%	28.84%	40.50%	Y	N/A	↓
Grade HS	35.35%	28.24%	38.92%	N	3.57%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	36.67%	N	4.37%	↓
Grade 08	36.07%	28.33%	38.76%	N	2.69%	↓
Grade HS	26.84%	14.96%	37.82%	N	10.98%	↑

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	78.51%	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.	11.78%	10.16%	4.96%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**99.32%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**40.00%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0506: LEAD HILL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	20.00%	N	10.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	33.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	16.67%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	88.00%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0520: OZARK UNLIMITED RESOURCES COOPERATIVE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	43.73%	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.	18.29%	28.12%	34.60%	N	6.48%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**75.32%**	**N**	**15.28%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**63.89%**	**N**	**3.87%**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**78.13%**	**N**	**13.29%**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**52.78%**	**N**	**5.39%**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**83.61%**	**N**	**7.56%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**81.94%**	**Y**	**N/A**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**89.66%**	**N**	**3.22%**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	--

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	--

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	--

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0601: HERMITAGE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	16.67%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	40.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	16.67%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	34.62%	N	0.88%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	15.26%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.42%**	**N**	**0.06%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	96.67%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.26%**	**N**	**2.23%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	⟷
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**60.00%**	**60.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0602: WARREN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	87.50%	N	7.50%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	95.65%	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	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	11.76%	N	3.48%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	5.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	91.13%	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.	11.78%	10.16%	2.46%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**90.96%**	**N**	**4.53%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**8.33%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0701: HAMPTON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.28%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	66.67%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**33.33%**	**33.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0801: BERRYVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	77.78%	N	10.22%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	22.22%	N	12.22%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	12.12%	Y	N/A	↑
Grade 08	5.27%	3.20%	4.35%	N	0.92%	↓
Grade HS	3.99%	3.72%	6.12%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	21.21%	Y	N/A	↑
Grade 08	4.40%	6.95%	8.70%	Y	N/A	↑
Grade HS	2.96%	2.46%	7.27%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	33.33%	Y	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	23.17%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	32.26%	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	32.30%	26.40%	17.76%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	84.05%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.19%**	**N**	**1.30%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	97.92%	N	2.08%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**17.85%**	**71.42%**	**75.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0802: EUREKA SPRINGS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	87.50%	N	0.50%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	94.74%	N	0.26%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	33.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	22.22%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	33.33%	Y	N/A	↓
Grade 08	4.40%	6.95%	20.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	10.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	27.13%	Y	N/A	↑
Grade 08	41.10%	28.84%	41.51%	N	0.41%	↑
Grade HS	35.35%	28.24%	22.73%	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	32.30%	26.40%	31.78%	Y	N/A	↑
Grade 08	36.07%	28.33%	42.26%	N	6.19%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.78%**	**N**	**1.42%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	10.23%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.77%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	75.00%	N	25.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0803: GREEN FOREST SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	61.54%	N	26.46%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	38.46%	N	28.46%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	26.92%	Y	N/A	↑
Grade 08	5.27%	3.20%	5.26%	N	0.01%	↑
Grade HS	3.99%	3.72%	8.33%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	19.23%	Y	N/A	↑
Grade 08	4.40%	6.95%	10.53%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.90%	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.	11.78%	10.16%	10.07%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0901: DERMOTT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.22%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	57.69%	N	0.76%	↓
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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	25.00%	N	75.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**37.50%**	**37.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

0903: LAKESIDE SCHOOL DISTRICT -CHICOT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	94.74%	N	0.26%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	9.09%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	9.09%	N	6.15%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	49.54%	N	8.91%	↓
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.	11.78%	10.16%	14.68%	N	4.52%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**87.50%**	**N**	**7.99%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1002: ARKADELPHIA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	91.67%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	8.33%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	7.14%	Y	N/A	↑
Grade HS	2.96%	2.46%	2.63%	N	0.33%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	50.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	33.33%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.75%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	80.21%	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.	11.78%	10.16%	10.07%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.18%**	**N**	**2.31%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**90.90%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**11.11%**	**22.22%**	**27.78%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1003: GURDON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	91.67%	N	3.33%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	91.67%	N	3.33%	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	10.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	7.69%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	10.00%	N	5.24%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	64.29%	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.	11.78%	10.16%	3.06%	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%	1.65%	1.02%	Y	N/A	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**84.62%**	**N**	**10.87%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	80.00%	N	20.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**20.00%**	**70.00%**	**70.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1020: DAWSON EDUCATION SERVICE COOPERATIVE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	48.64%	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.	18.29%	28.12%	40.63%	N	12.51%	↑
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..	0.96%	0.15%	0.86%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**88.74%**	**N**	**1.86%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**36.08%**	**N**	**31.68%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**92.76%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**29.38%**	**N**	**28.79%**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**91.10%**	**N**	**0.07%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**38.66%**	**N**	**36.80%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**84.62%**	**N**	**8.26%**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	--

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	--

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	--

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1101: CORNING SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	11.11%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	11.11%	N	4.13%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↔
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	24.10%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	80.00%	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.	11.78%	10.16%	14.78%	N	4.62%	↑
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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.44%**	**N**	**1.05%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**66.66%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1104: PIGGOTT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	50.00%	N	38.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	92.31%	N	2.69%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	11.11%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.50%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	82.17%	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.	11.78%	10.16%	8.28%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.83%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1106: RECTOR SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	90.91%	N	4.09%	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	87.37%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	94.20%	N	1.29%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**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.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1201: CONCORD SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	25.00%	N	15.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	12.50%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	11.11%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	41.67%	N	0.57%	↑
Grade HS	35.35%	28.24%	31.97%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	41.67%	N	5.60%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.53%**	**N**	**1.17%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	88.61%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**37.50%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**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.	**61.54%**	**83.01%**	**87.50%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1202: HEBER SPRINGS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	69.23%	N	18.77%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	30.77%	N	20.77%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	9.09%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	9.38%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	9.09%	N	6.15%	↓
Grade 08	4.40%	6.95%	16.67%	Y	N/A	↑
Grade HS	2.96%	2.46%	2.17%	N	0.79%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	38.95%	N	5.21%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	32.62%	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	32.30%	26.40%	42.37%	N	10.07%	↑
Grade 08	36.07%	28.33%	45.04%	N	8.97%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	71.95%	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.	11.78%	10.16%	4.52%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.19%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1203: QUITMAN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	95.24%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	90.91%	N	4.09%	↓
Grade HS	95.00%	98.32%	95.65%	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	7.36%	9.14%	16.67%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	5.26%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	11.11%	N	4.13%	↓
Grade 08	4.40%	6.95%	10.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	31.86%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	37.50%	N	2.15%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	27.12%	Y	N/A	↓
Grade 08	36.07%	28.33%	30.79%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.23%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	87.32%	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.	11.78%	10.16%	4.93%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**57.14%**	**57.14%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1204: WESTSIDE SCHOOL DISTRICT -CLEBURNE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	92.86%	N	2.14%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	50.00%	N	16.26%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	42.86%	N	7.51%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	33.33%	N	1.03%	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	84.62%	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.	11.78%	10.16%	2.88%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**20.00%**	**60.00%**	**80.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1304: WOODLAWN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	66.67%	N	21.33%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	11.11%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	7.14%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	33.33%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	7.14%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	28.36%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	31.16%	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	32.30%	26.40%	21.93%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.62%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	86.84%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.59%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**70.00%**	**70.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1305: CLEVELAND COUNTY SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	16.67%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	40.91%	N	7.17%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	37.38%	N	2.03%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	36.36%	N	4.06%	↑
Grade 08	36.07%	28.33%	40.82%	N	4.75%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.91%**	**N**	**1.55%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.67%	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.	11.78%	10.16%	4.17%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**33.33%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**12.50%**	**25.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	<100%	N	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1402: MAGNOLIA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	91.30%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	4.35%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	96.23%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.69%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	11.54%	N	3.70%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	23.17%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.63%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.49%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**20.00%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**70.00%**	**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.	**61.54%**	**83.01%**	**85.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1408: EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	33.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	11.11%	Y	N/A	↑
Grade HS	3.99%	3.72%	8.33%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	44.44%	Y	N/A	↑
Grade 08	4.40%	6.95%	11.11%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↔
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	14.67%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	38.89%	N	3.54%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	19.56%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.60%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.07%	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.	11.78%	10.16%	4.65%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.67%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**75.00%**	**75.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1503: NEMO VISTA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	11.11%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	33.33%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	44.86%	N	11.12%	↑
Grade 08	41.10%	28.84%	44.12%	N	3.02%	↓
Grade HS	35.35%	28.24%	31.14%	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	32.30%	26.40%	39.46%	N	7.16%	↓
Grade 08	36.07%	28.33%	28.43%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	89.02%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1505: WONDERVIEW SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	90.67%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	⟷
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1507: SOUTH CONWAY COUNTY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	71.43%	N	16.57%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	28.57%	N	18.57%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	97.14%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	90.24%	N	4.76%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	97.14%	Y	N/A	↓
Grade 08	95.00%	98.20%	95.65%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.59%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	5.88%	N	9.36%	↓
Grade 08	4.40%	6.95%	15.79%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	19.41%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	42.66%	N	10.36%	↓
Grade 08	36.07%	28.33%	36.11%	N	0.04%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.30%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	72.70%	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.	11.78%	10.16%	11.22%	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%	1.65%	0.51%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**8.33%**	**33.33%**	**37.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1520: ARCH FORD EDUCATION SERVICE COOPERATIVE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	18.09%	N	5.02%	↓
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.	18.29%	28.12%	27.06%	N	-1.06%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**89.27%**	**N**	**1.33%**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**78.07%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**88.69%**	**N**	**2.73%**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**62.66%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**92.44%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**81.46%**	**Y**	**N/A**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**90.76%**	**N**	**2.12%**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1601: BAY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.69%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	7.69%	N	7.55%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	36.06%	N	2.32%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	25.64%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	44.27%	N	14.18%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	14.50%	N	4.34%	↓
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%	1.65%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.28%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**33.33%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1602: WESTSIDE CONS. SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	87.50%	N	0.50%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	12.50%	N	2.50%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	95.00%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	95.65%	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	7.36%	9.14%	3.13%	N	4.23%	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	3.13%	N	12.11%	↓
Grade 08	4.40%	6.95%	9.52%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.23%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.37%	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.	11.78%	10.16%	7.94%	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%	1.65%	3.17%	N	2.17%	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.74%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**52.63%**	**52.63%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1603: BROOKLAND SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	88.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	14.89%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	2.17%	N	1.82%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	27.66%	Y	N/A	↑
Grade 08	4.40%	6.95%	7.14%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	50.00%	Y	N/A	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	28.21%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	24.93%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.62%	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.	11.78%	10.16%	10.95%	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%	1.65%	0.55%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.41%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**55.56%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**10.53%**	**68.42%**	**73.68%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1605: BUFFALO IS. CENTRAL SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	11.11%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	22.22%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	34.72%	N	0.98%	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	25.69%	Y	N/A	↓
Grade 08	36.07%	28.33%	45.00%	N	8.93%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.14%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.59%	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.	11.78%	10.16%	9.24%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**50.00%**

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
A. Enrolled in higher education within one year of leaving high school.	13.66%	18.61%	N/A	N/A	N/A	--
B. Enrolled in higher education or competitively employed within one year of leaving high school.	51.19%	63.59%	N/A	N/A	N/A	--
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	61.54%	83.01%	N/A	N/A	N/A	--

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	N/A	N/A	N/A

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1608: JONESBORO SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	78.95%	N	9.05%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	19.74%	N	9.74%	↓

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	97.80%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	97.80%	Y	N/A	↓
Grade 08	95.00%	98.20%	97.73%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	6.82%	N	0.54%	↑
Grade 08	5.27%	3.20%	2.44%	N	2.83%	↑
Grade HS	3.99%	3.72%	0.65%	N	3.34%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	13.64%	N	1.60%	↑
Grade 08	4.40%	6.95%	2.44%	N	1.96%	↑
Grade HS	2.96%	2.46%	1.28%	N	1.68%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	7.69%	N	19.56%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.16%	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.	11.78%	10.16%	13.11%	N	2.95%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	1.45%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.16%**	**N**	**0.33%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	98.82%	N	1.18%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1611: NETTLETON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	97.06%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	93.40%	N	1.60%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	97.96%	Y	N/A	↑
Grade HS	95.00%	98.32%	98.10%	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	7.36%	9.14%	8.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	6.67%	N	8.57%	↓
Grade 08	4.40%	6.95%	2.17%	N	2.23%	↑
Grade HS	2.96%	2.46%	1.03%	N	1.93%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.04%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	58.09%	N	0.36%	↑
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.	11.78%	10.16%	20.59%	N	10.43%	↔
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%	1.65%	1.76%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**89.43%**	**N**	**6.06%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	87.50%	N	12.50%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1612: VALLEY VIEW SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	13.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	4.17%	N	1.10%	↓
Grade HS	3.99%	3.72%	8.33%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	13.33%	N	1.91%	↓
Grade 08	4.40%	6.95%	12.50%	Y	N/A	↓
Grade HS	2.96%	2.46%	12.24%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	45.60%	N	11.86%	↓
Grade 08	41.10%	28.84%	44.72%	N	3.62%	↑
Grade HS	35.35%	28.24%	34.31%	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	32.30%	26.40%	33.10%	N	0.80%	↓
Grade 08	36.07%	28.33%	40.39%	N	4.32%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.10%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.06%	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.	11.78%	10.16%	13.03%	N	2.87%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.24%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.64%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**100.00%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2022	**60.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**54.54%**	**86.36%**	**90.90%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1613: RIVERSIDE SCHOOL DISTRICT - CRAIGHEAD

2023 - 24 Annual Performance Report

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

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	81.82%	N	6.18%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	92.31%	N	2.69%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	92.31%	N	2.69%	↓
Grade 08	95.00%	98.20%	93.33%	N	1.67%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	18.18%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	7.69%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	21.40%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	40.50%	N	5.15%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.14%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	72.54%	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.	11.78%	10.16%	6.34%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	95.24%	N	4.76%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**38.46%**	**38.46%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1701: ALMA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	97.56%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	96.43%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	95.95%	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	7.36%	9.14%	7.89%	Y	N/A	↑
Grade 08	5.27%	3.20%	2.86%	N	2.41%	↑
Grade HS	3.99%	3.72%	1.89%	N	2.10%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	2.56%	N	12.68%	↓
Grade 08	4.40%	6.95%	2.86%	N	1.54%	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	25.96%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	35.75%	N	0.40%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	37.04%	N	4.74%	↑
Grade 08	36.07%	28.33%	42.46%	N	6.39%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	87.03%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**20.68%**	**58.62%**	**58.62%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1702: CEDARVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	100.00%	Y	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	34.48%	N	2.18%	↑
Grade 08	36.07%	28.33%	48.94%	N	12.87%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	85.50%	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.	11.78%	10.16%	7.63%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1703: MOUNTAINBURG SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	81.82%	N	6.18%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	18.18%	N	8.18%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	96.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	90.00%	N	5.00%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	4.35%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	4.55%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.80%**	**N**	**1.44%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.24%	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.	11.78%	10.16%	22.41%	N	12.25%	↓
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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	88.89%	N	6.60%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	↓
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**44.44%**	**55.55%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1704: MULBERRY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	88.89%	N	6.11%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	40.00%	N	7.70%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	74.32%	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.	11.78%	10.16%	4.05%	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%	1.65%	1.35%	Y	N/A	↔

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**85.11%**	**N**	**10.38%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**25.00%**	**25.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1705: VAN BUREN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	95.15%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	97.17%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	4.55%	N	2.81%	↓
Grade 08	5.27%	3.20%	3.45%	N	1.82%	↓
Grade HS	3.99%	3.72%	2.11%	N	1.88%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	10.45%	N	4.79%	↓
Grade 08	4.40%	6.95%	6.78%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	33.33%	N	3.50%	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	27.23%	Y	N/A	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.40%**	**N**	**0.04%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	74.24%	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.	11.78%	10.16%	12.88%	N	2.72%	↓
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%	1.65%	1.41%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	0.00%	N	23.11%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	73.53%	N	45.41%	↑
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..	0.96%	0.15%	0.98%	N	0.02%	↓

EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**95.24%**	**Y**	**N/A**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**69.81%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**94.44%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**77.36%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**87.18%**	**N**	**3.99%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**75.47%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	84.00%	N	8.88%	↓
School Age (k-12) Rate	95.49%	95.58%	99.06%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**100.00%**	**Y**	**N/A**	⟷
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	⟷
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2023	**71.42%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1802: EARLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	71.43%	N	16.57%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	14.29%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.24%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	46.55%	N	11.90%	↑
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.	11.78%	10.16%	12.07%	N	1.91%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**16.66%**	**66.67%**	**83.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1803: WEST MEMPHIS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.32%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	6.45%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	97.18%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	98.25%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	1.59%	N	2.40%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	2.63%	N	1.77%	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	40.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	33.33%	Y	N/A	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	20.00%	N	1.77%	↑
Grade 08	24.82%	11.29%	33.33%	Y	N/A	↑
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.24%	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.	11.78%	10.16%	12.37%	N	2.21%	↓
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%	1.65%	1.43%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.45%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	94.38%	N	5.62%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**68.42%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**10.41%**	**43.75%**	**47.91%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1804: MARION SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	98.59%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	97.22%	Y	N/A	↑
Grade HS	95.00%	98.32%	98.61%	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	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	2.86%	N	2.41%	↓
Grade HS	3.99%	3.72%	5.97%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	5.71%	Y	N/A	↑
Grade HS	2.96%	2.46%	1.47%	N	1.49%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	33.33%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	69.09%	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.	11.78%	10.16%	13.58%	N	3.42%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.23%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	92.81%	N	2.68%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**69.23%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1901: CROSS COUNTY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	7.69%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	37.04%	N	3.30%	↑
Grade 08	41.10%	28.84%	45.45%	N	4.35%	↑
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.10%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	69.03%	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.	11.78%	10.16%	6.19%	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%	1.65%	2.65%	N	1.65%	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
A. Enrolled in higher education within one year of leaving high school.	13.66%	18.61%	25.00%	Y	N/A	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	51.19%	63.59%	50.00%	N	1.19%	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	61.54%	83.01%	50.00%	N	11.54%	↓

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	See current data above.		

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

1905: WYNNE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	16.67%	N	6.67%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	98.59%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	96.88%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.69%	Y	N/A	↓
Grade 08	5.27%	3.20%	3.33%	N	1.94%	↓
Grade HS	3.99%	3.72%	6.35%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	11.54%	N	3.70%	↑
Grade 08	4.40%	6.95%	3.33%	N	1.07%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	25.00%	N	11.83%	↑
Grade 08	22.05%	21.50%	100.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	42.86%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	71.43%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	30.34%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	28.34%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	66.04%	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.	11.78%	10.16%	11.94%	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%	1.65%	1.17%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.13%**	**N**	**2.36%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**100.00%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2021	**75.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**16.66%**	**35.71%**	**40.47%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2002: FORDYCE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.91%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	9.09%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	85.71%	N	9.29%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	85.71%	N	9.29%	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	35.82%	N	22.63%	↑
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.	11.78%	10.16%	1.49%	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%	1.65%	52.24%	N	51.24%	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**88.46%**	**N**	**7.03%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**63.63%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2104: DUMAS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
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Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
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Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
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Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
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Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	86.67%	N	8.33%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.04%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	62.18%	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.	11.78%	10.16%	13.46%	N	3.30%	↑
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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	95.10%	N	0.39%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**80.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**33.33%**	**33.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2105: MCGEHEE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	95.83%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	89.36%	N	5.64%	↓

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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	14.29%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.29%	N	0.95%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	66.67%	Y	N/A	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	33.33%	Y	N/A	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	24.70%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	39.95%	N	7.65%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.81%**	**N**	**0.45%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.19%	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.	11.78%	10.16%	13.04%	N	2.88%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.45%**	**N**	**0.04%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**76.92%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**7.69%**	**46.15%**	**46.15%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2202: DREW CENTRAL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.91%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	94.44%	N	0.56%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	12.50%	Y	N/A	↑
Grade 08	5.27%	3.20%	5.88%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	40.45%	N	4.38%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.84%**	**N**	**0.48%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.49%	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.	11.78%	10.16%	2.62%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	⟷
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**55.55%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**55.56%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**66.67%**	**Y**	**N/A**	↑
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**88.89%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2203: MONTICELLO SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	88.89%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	11.11%	N	1.11%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	85.71%	N	9.29%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	90.48%	N	4.52%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	84.62%	N	10.38%	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	9.09%	N	6.15%	↔
Grade 08	4.40%	6.95%	6.25%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	2205.00%	Y	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	43.33%	N	9.59%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	48.05%	N	15.75%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.31%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	63.54%	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.	11.78%	10.16%	7.73%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.55%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**60.00%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**80.00%**	**Y**	**N/A**	↑
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**80.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2220: SOUTHEAST ARKANSAS EDUCATIONAL SERVICE COOPERATI 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	18.30%	N	4.81%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	38.52%	N	10.40%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**91.70%**	**Y**	**N/A**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**73.44%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**90.15%**	**N**	**1.27%**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**67.21%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**92.12%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**73.44%**	**N**	**2.02%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**87.00%**	**N**	**5.88%**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2301: CONWAY PUBLIC SCHOOLS

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	95.50%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	94.83%	N	0.17%	↓
Grade HS	95.00%	98.32%	96.81%	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	7.36%	9.14%	10.07%	Y	N/A	↑
Grade 08	5.27%	3.20%	6.86%	Y	N/A	↓
Grade HS	3.99%	3.72%	4.93%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	7.91%	N	7.33%	↓
Grade 08	4.40%	6.95%	1.96%	N	2.44%	↓
Grade HS	2.96%	2.46%	1.71%	N	1.25%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	20.00%	N	16.83%	↓
Grade 08	22.05%	21.50%	37.50%	Y	N/A	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	25.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	36.10%	N	2.36%	↓
Grade 08	41.10%	28.84%	35.94%	Y	N/A	↓
Grade HS	35.35%	28.24%	39.00%	N	3.65%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	31.22%	Y	N/A	↓
Grade 08	36.07%	28.33%	40.17%	N	4.10%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.22%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	61.02%	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.	11.78%	10.16%	10.93%	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%	1.65%	2.61%	N	1.61%	↓

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

LEAST 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.	23.53%	23.11%	21.43%	N	1.68%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	69.78%	N	41.66%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**87.50%**	**N**	**3.10%**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**57.84%**	**N**	**9.92%**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**84.44%**	**N**	**6.98%**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**49.02%**	**N**	**9.15%**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**78.26%**	**N**	**12.91%**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**51.96%**	**N**	**23.50%**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**92.86%**	**N**	**0.02%**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**91.27%**	**N**	**4.22%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	99.32%	N	0.68%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	--

Most Recent Year	Secondary Transition Rate
2022	**42.85%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**22.22%**	**66.66%**	**71.42%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2303: GREENBRIER SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	95.65%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	4.35%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	97.44%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	6.25%	Y	N/A	↓
Grade HS	3.99%	3.72%	2.44%	N	1.55%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.71%	N	0.53%	↓
Grade 08	4.40%	6.95%	6.25%	Y	N/A	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	40.00%	Y	N/A	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	40.00%	Y	N/A	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	52.88%	N	19.14%	↑
Grade 08	41.10%	28.84%	39.96%	Y	N/A	↓
Grade HS	35.35%	28.24%	36.98%	N	1.63%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	53.04%	N	20.74%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.73%	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.	11.78%	10.16%	6.90%	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%	1.65%	0.22%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.87%**	**N**	**0.62%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	93.83%	N	6.17%	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**36.36%**	**68.18%**	**72.72%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2304: GUY-PERKINS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	50.00%	N	38.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	50.00%	N	40.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	13.33%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	6.67%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	34.62%	N	0.88%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	27.09%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	83.78%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**86.36%**	**N**	**9.13%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2305: MAYFLOWER SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	87.50%	N	0.50%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	90.91%	N	4.09%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	96.30%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	90.91%	N	4.09%	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	10.00%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	3.85%	N	0.14%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	10.00%	N	5.24%	↓
Grade 08	4.40%	6.95%	7.14%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.65%**	**N**	**0.29%**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**Y**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.40%	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.	11.78%	10.16%	3.39%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**92.31%**	**N**	**3.18%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**66.66%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**9.09%**	**45.45%**	**45.45%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2306: MT. VERNON-ENOLA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	75.00%	N	20.00%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	35.00%	N	1.26%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	38.37%	N	3.02%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	32.50%	N	0.20%	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	88.24%	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.	11.78%	10.16%	3.53%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2307: VILONIA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	79.17%	N	8.83%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	20.83%	N	10.83%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	96.30%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	98.51%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	96.30%	Y	N/A	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	15.38%	Y	N/A	↑
Grade 08	5.27%	3.20%	2.94%	N	2.33%	↓
Grade HS	3.99%	3.72%	3.23%	N	0.76%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	15.38%	Y	N/A	↑
Grade 08	4.40%	6.95%	26.47%	Y	N/A	↑
Grade HS	2.96%	2.46%	6.35%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	25.00%	N	2.25%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	42.33%	N	8.59%	↑
Grade 08	41.10%	28.84%	43.83%	N	2.73%	↓
Grade HS	35.35%	28.24%	33.99%	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	32.30%	26.40%	28.40%	Y	N/A	↓
Grade 08	36.07%	28.33%	38.99%	N	2.92%	↓
Grade HS	26.84%	14.96%	30.91%	N	4.07%	↓

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	82.67%	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.	11.78%	10.16%	7.26%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**92.11%**	**N**	**3.38%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**15.63%**	**62.50%**	**62.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2402: CHARLESTON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	91.67%	N	3.33%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	10.00%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	18.18%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	40.91%	N	7.17%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	36.36%	N	4.06%	↓
Grade 08	36.07%	28.33%	38.48%	N	2.41%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	53.42%	N	5.03%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	5.48%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.46%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**40.00%**	**80.00%**	**80.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2403: COUNTY LINE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	21.86%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	12.56%	Y	N/A	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	68.82%	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.	11.78%	10.16%	2.15%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2404: OZARK SCHOOL DISTRICT - FRANKLIN

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	93.33%	N	1.67%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	5.88%	Y	N/A	↑
Grade HS	3.99%	3.72%	3.85%	N	0.14%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	5.88%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	16.28%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	18.60%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.68%	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.	11.78%	10.16%	6.44%	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%	1.65%	1.29%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**90.74%**	**N**	**4.75%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2420: GUY FENTER EDUCATION SERVICE COOPERATIVE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	14.88%	N	8.23%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	39.60%	N	11.48%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	0.29%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**90.51%**	**N**	**0.09%**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**44.15%**	**N**	**23.61%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**86.42%**	**N**	**5.00%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**38.89%**	**N**	**19.28%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**87.21%**	**N**	**3.96%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**55.26%**	**N**	**20.20%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**94.80%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	⟷
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2501: MAMMOTH SPRING SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	33.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	50.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	43.94%	N	8.59%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	-10.00%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	60.53%	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.	11.78%	10.16%	7.89%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**66.66%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2502: SALEM SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	14.29%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	18.18%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	25.00%	N	2.25%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	46.88%	N	13.14%	↑
Grade 08	41.10%	28.84%	32.49%	Y	N/A	↓
Grade HS	35.35%	28.24%	39.74%	N	4.39%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	31.82%	Y	N/A	↑
Grade 08	36.07%	28.33%	56.45%	N	20.38%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.64%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	78.03%	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.	11.78%	10.16%	0.76%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	75.00%	N	25.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2503: VIOLA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	25.00%	N	15.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	57.14%	N	23.40%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	52.38%	N	20.08%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.67%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.33%**	**N**	**2.16%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**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.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2601: CUTTER-MORNING STAR SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	72.73%	N	15.27%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	18.18%	N	8.18%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	85.71%	N	9.29%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	85.71%	N	9.29%	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	33.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	5.56%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	16.67%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	10.26%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.30%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	73.08%	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.	11.78%	10.16%	3.85%	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%	1.65%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**88.46%**	**N**	**7.03%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	80.00%	N	20.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2602: FOUNTAIN LAKE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	86.67%	N	1.33%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	13.33%	N	3.33%	↓

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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	92.86%	N	2.14%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	4.17%	N	3.19%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	4.76%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	4.17%	N	11.07%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	35.92%	N	0.57%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	28.80%	Y	N/A	↓
Grade 08	36.07%	28.33%	48.08%	N	12.01%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.18%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	64.44%	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.	11.78%	10.16%	12.44%	N	2.28%	↑
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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**8.33%**	**66.66%**	**83.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2603: HOT SPRINGS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.68%	N	12.32%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	13.51%	N	3.51%	↓

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	95.12%	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	7.36%	9.14%	3.45%	N	3.91%	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	2.63%	N	1.36%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.62%	N	6.62%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	2.78%	N	0.18%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	20.00%	N	16.83%	↓
Grade 08	22.05%	21.50%	25.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	20.00%	N	1.77%	↓
Grade 08	24.82%	11.29%	25.00%	Y	N/A	↓
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.67%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	71.83%	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.	11.78%	10.16%	15.83%	N	5.67%	↑
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%	1.65%	2.67%	N	1.67%	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	↓
School Age (k-12) Rate	100.00%	98.93%	96.51%	N	3.49%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	--

Most Recent Year	Secondary Transition Rate
2022	**66.66%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2604: JESSIEVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	40.00%	N	48.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	20.00%	N	10.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	7.69%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	52.27%	N	18.53%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	61.36%	N	29.06%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.57%**	**N**	**0.21%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	9.09%	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%	1.65%	3.64%	N	2.64%	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**25.00%**	**62.50%**	**62.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2605: LAKE HAMILTON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	87.18%	N	0.82%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	10.26%	N	0.26%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	96.83%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	96.88%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	15.38%	Y	N/A	↑
Grade 08	5.27%	3.20%	4.00%	N	1.27%	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.82%	N	2.42%	↓
Grade 08	4.40%	6.95%	14.81%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	16.67%	N	20.16%	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	25.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	20.00%	N	7.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	31.35%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	30.82%	Y	N/A	↓
Grade 08	36.07%	28.33%	41.72%	N	5.65%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.15%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	61.49%	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.	11.78%	10.16%	20.56%	N	10.40%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**92.85%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**11.76%**	**N**	**1.90%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**52.94%**	**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.	**61.54%**	**83.01%**	**79.41%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2606: LAKESIDE SCHOOL DISTRICT - GARLAND

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	92.42%	N	2.58%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	96.43%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	23.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	7.14%	Y	N/A	↓
Grade HS	3.99%	3.72%	10.42%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	33.33%	Y	N/A	↑
Grade 08	4.40%	6.95%	20.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	4.08%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	33.33%	Y	N/A	↑
Grade HS	20.52%	8.60%	30.77%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	16.67%	N	8.15%	↓
Grade HS	27.25%	19.93%	38.46%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	21.40%	Y	N/A	↓
Grade 08	41.10%	28.84%	35.60%	Y	N/A	↓
Grade HS	35.35%	28.24%	36.77%	N	1.42%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	25.18%	Y	N/A	↓
Grade 08	36.07%	28.33%	37.89%	N	1.82%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.10%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	69.43%	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.	11.78%	10.16%	10.57%	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%	1.65%	2.07%	N	1.07%	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**86.66%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**7.14%**	**N**	**6.52%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**57.14%**	**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.	**61.54%**	**83.01%**	**71.43%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2607: MOUNTAIN PINE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	85.71%	N	2.29%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	92.31%	N	2.69%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	5.88%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.18%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	75.19%	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.	11.78%	10.16%	10.53%	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%	1.65%	3.01%	N	2.01%	↑

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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.00%**	**N**	**0.49%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2703: POYEN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	25.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	20.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	25.00%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	50.00%	N	17.70%	↑
Grade 08	36.07%	28.33%	37.14%	N	1.07%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	68.89%	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.	11.78%	10.16%	4.44%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.23%**	**N**	**1.26%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**83.33%**	**83.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2705: SHERIDAN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	87.50%	N	0.50%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	97.53%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	95.00%	Y	N/A	↓
Grade HS	95.00%	98.32%	98.75%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	18.92%	Y	N/A	↑
Grade 08	5.27%	3.20%	2.63%	N	2.64%	↑
Grade HS	3.99%	3.72%	1.30%	N	2.69%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	24.32%	Y	N/A	↑
Grade 08	4.40%	6.95%	5.41%	Y	N/A	↑
Grade HS	2.96%	2.46%	1.30%	N	1.66%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↔
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	20.02%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	15.94%	Y	N/A	↓
Grade 08	36.07%	28.33%	48.21%	N	12.14%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.31%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	63.59%	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.	11.78%	10.16%	11.09%	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%	1.65%	0.31%	Y	N/A	↔

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**90.63%**	**N**	**4.86%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	95.00%	N	5.00%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.**	100.00%	100.00%	N/A	N/A	N/A	▬
Indicator 13: Secondary Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**57.14%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**12.00%**	**44.00%**	**52.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2803: MARMADUKE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	68.75%	N	19.25%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	6.25%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	25.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↔
Grade 08	22.05%	21.50%	100.00%	Y	N/A	↔
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	55.10%	N	21.36%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	61.22%	N	28.92%	↑
Grade 08	36.07%	28.33%	15.54%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	49.54%	N	8.91%	↓
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.	11.78%	10.16%	7.34%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.62%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2807: GREENE COUNTY TECH SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	97.67%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	97.17%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	99.03%	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	7.36%	9.14%	1.92%	N	5.44%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	3.09%	N	0.90%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	9.62%	N	5.62%	↓
Grade 08	4.40%	6.95%	4.35%	N	0.05%	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	36.70%	N	4.40%	↓
Grade 08	36.07%	28.33%	42.42%	N	6.35%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.15%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	42.58%	N	15.87%	↑
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.	11.78%	10.16%	16.11%	N	5.95%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.14%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	4.05%	N	19.06%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	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..	0.96%	0.15%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**93.75%**	**Y**	**N/A**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**92.31%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**97.30%**	**Y**	**N/A**	↔
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**90.38%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**96.15%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**96.15%**	**Y**	**N/A**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**65.52%**	**N**	**27.36%**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.76%**	**N**	**0.73%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**30.00%**	**72.50%**	**75.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2808: PARAGOULD SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	98.59%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	98.59%	Y	N/A	↑
Grade 08	95.00%	98.20%	95.92%	Y	N/A	↓
Grade HS	95.00%	98.32%	98.75%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	13.43%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	10.45%	N	4.79%	↓
Grade 08	4.40%	6.95%	4.44%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	33.33%	N	3.50%	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	33.33%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	21.86%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	26.66%	Y	N/A	↑
Grade 08	36.07%	28.33%	35.98%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.13%	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.	11.78%	10.16%	9.06%	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%	1.65%	0.61%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	14.63%	N	8.48%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	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..	0.96%	0.15%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**100.00%**	**Y**	**N/A**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**60.71%**	**N**	**7.05%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**95.45%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**39.29%**	**N**	**18.88%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**100.00%**	**Y**	**N/A**	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**60.71%**	**N**	**14.75%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**84.62%**	**N**	**8.26%**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**92.18%**	**N**	**3.31%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**100.00%**	**Y**	**N/A**	↔
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2021	**85.71%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**8.33%**	**58.33%**	**62.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2901: BLEVINS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	66.67%	N	21.33%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	33.33%	N	23.33%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	36.67%	N	4.37%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.77%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	83.95%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.77%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	93.33%	N	6.67%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.**	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**0.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**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.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2903: HOPE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	16.67%	N	6.67%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	12.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	5.56%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	5.56%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↔
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	25.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	23.48%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	44.37%	N	14.08%	↑
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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.83%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	55.56%	N	44.44%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**20.00%**	**53.33%**	**66.66%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2906: SPRING HILL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	86.67%	N	8.33%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	86.67%	N	8.33%	↓

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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	35.56%	N	1.82%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	61.45%	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.	11.78%	10.16%	15.66%	N	5.50%	↔
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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**50.00%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**50.00%**	**N**	**1.19%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

2920: SOUTHWEST ARKANSAS EDUCATIONAL COOPERATIVE 2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	11.29%	N	11.82%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	37.10%	N	8.98%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	0.40%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**85.88%**	**N**	**4.72%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**74.13%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**66.67%**	**N**	**24.75%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**44.06%**	**N**	**14.11%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**72.28%**	**N**	**18.89%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**62.24%**	**N**	**13.22%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**93.43%**	**Y**	**N/A**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	--

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	--

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	--

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	98.91%	N	1.09%	↓
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3001: BISMARCK SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	71.43%	N	16.57%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	40.70%	N	6.96%	↑
Grade 08	41.10%	28.84%	49.35%	N	8.25%	↓
Grade HS	35.35%	28.24%	42.07%	N	6.72%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	58.44%	N	22.37%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.52%	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.	11.78%	10.16%	16.28%	N	6.12%	↑
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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.32%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**0.00%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3002: GLEN ROSE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	25.00%	N	15.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	11.11%	Y	N/A	↑
Grade HS	3.99%	3.72%	5.00%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	4.76%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	50.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	40.00%	N	6.26%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	37.08%	N	1.01%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.53%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.46%	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.	11.78%	10.16%	10.32%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**12.50%**	**62.50%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3003: MAGNET COVE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	88.89%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	11.11%	N	1.11%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	5.88%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↑
Grade 08	4.40%	6.95%	20.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	36.00%	N	2.26%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	31.15%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	30.94%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.14%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	85.04%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**83.33%**	**N**	**12.16%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**66.66%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**11.11%**	**33.33%**	**33.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3004: MALVERN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	77.78%	N	10.22%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	11.11%	N	1.11%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	96.77%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	97.22%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	96.77%	Y	N/A	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	97.14%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	3.57%	N	3.79%	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	14.29%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	85.84%	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.	11.78%	10.16%	8.73%	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%	1.65%	1.81%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.21%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**75.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3005: OUACHITA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	66.67%	N	21.33%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	33.33%	N	23.33%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	90.00%	N	5.00%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	25.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	25.00%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	35.71%	N	0.36%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	25.00%	Y	N/A	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.36%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.77%	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.	11.78%	10.16%	1.54%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**33.33%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3102: DIERKS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
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Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	66.67%	N	21.33%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	90.91%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3104: MINERAL SPRINGS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	55.22%	N	3.23%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	17.91%	N	7.75%	↑
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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**89.47%**	**N**	**6.02%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	75.00%	N	25.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**25.00%**	**25.00%**	**25.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3105: NASHVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	93.33%	N	1.67%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	8.70%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	17.39%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	35.93%	N	0.58%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	23.19%	Y	N/A	↑
Grade 08	36.07%	28.33%	38.17%	N	2.10%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.03%	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.	11.78%	10.16%	17.70%	N	7.54%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.71%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**21.42%**	**92.85%**	**92.85%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3201: BATESVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	78.13%	N	9.87%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	18.75%	N	8.75%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	97.30%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	96.88%	Y	N/A	↓
Grade 08	95.00%	98.20%	93.75%	N	1.25%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	13.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	2.86%	N	1.13%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	6.90%	N	8.34%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	2.78%	N	0.18%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↔
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	50.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	24.82%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.40%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	68.91%	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.	11.78%	10.16%	5.22%	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%	1.65%	1.74%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	9.77%	N	13.34%	
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	44.36%	N	16.24%	
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**98.21%**	**Y**	**N/A**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**59.38%**	**N**	**8.38%**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**98.33%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**65.63%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**100.00%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**71.88%**	**N**	**3.58%**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	66.67%	N	26.21%	↑
School Age (k-12) Rate	95.49%	95.58%	97.37%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	98.99%	N	1.01%	↑
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3209: SOUTHSIDE SCHOOL DISTRICT - INDEPENDENCE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	86.67%	N	1.33%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	97.30%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	5.56%	N	1.80%	↑
Grade 08	5.27%	3.20%	8.33%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	13.89%	N	1.35%	↓
Grade 08	4.40%	6.95%	4.17%	N	0.23%	↑
Grade HS	2.96%	2.46%	2.17%	N	0.79%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	36.62%	N	2.88%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	36.16%	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	32.30%	26.40%	40.53%	N	8.23%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	73.11%	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.	11.78%	10.16%	9.24%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	1.49%	N	21.62%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	13.43%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**86.67%**	**N**	**3.93%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**75.76%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**76.67%**	**N**	**14.75%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**54.55%**	**N**	**3.62%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**88.89%**	**N**	**2.28%**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**78.79%**	**Y**	**N/A**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**100.00%**	**Y**	**N/A**	↔
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	97.06%	N	2.94%	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**64.28%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3211: MIDLAND SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	12.50%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	50.00%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.67%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	59.34%	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.	11.78%	10.16%	10.99%	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%	1.65%	3.30%	N	2.30%	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3212: CEDAR RIDGE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	85.71%	N	2.29%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	14.29%	N	4.29%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	3.85%	N	0.14%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	11.11%	N	4.13%	↓
Grade 08	4.40%	6.95%	12.50%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	37.87%	N	5.57%	↓
Grade 08	36.07%	28.33%	27.50%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.42%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	83.82%	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.	11.78%	10.16%	0.74%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**92.68%**	**N**	**2.81%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**66.67%**	**Y**	**N/A**	↑
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3301: CALICO ROCK SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	11.11%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	40.63%	N	4.56%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.15%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	91.67%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3302: MELBOURNE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.14%	N	0.22%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	34.24%	N	0.50%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	54.48%	N	19.13%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	36.21%	N	3.91%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.93%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	78.50%	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.	11.78%	10.16%	3.74%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	94.12%	N	5.88%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.**	100.00%	100.00%	N/A	N/A	N/A	▬
Indicator 13: Secondary Transition **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**25.00%**	**25.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3306: IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	87.50%	N	0.50%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	11.11%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	6.67%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	28.89%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	38.00%	N	5.70%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	78.69%	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.	11.78%	10.16%	1.64%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	53.33%	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.	18.29%	28.12%	36.67%	N	8.55%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**78.57%**	**N**	**12.03%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**77.78%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**100.00%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**83.33%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**90.00%**	**N**	**1.17%**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**83.33%**	**Y**	**N/A**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	100.00%	Y	N/A	⟷
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**100.00%**	**Y**	**N/A**	↔
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3320: NORTH CENTRAL ARKANSAS EDUCATION SERVICE CENTER 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	3.85%	N	19.26%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	26.71%	N	-1.41%	↓
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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**87.36%**	**N**	**3.24%**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**69.92%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**88.75%**	**N**	**2.67%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**77.12%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**90.61%**	**N**	**0.56%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**75.85%**	**Y**	**N/A**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**97.45%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3403: NEWPORT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	95.45%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	93.33%	N	1.67%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	4.55%	N	2.81%	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	13.64%	N	1.60%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.36%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.41%	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.	11.78%	10.16%	12.95%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3405: JACKSON COUNTY SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	18.18%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.33%	N	6.91%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	54.95%	N	13.85%	↓
Grade HS	35.35%	28.24%	47.06%	N	11.71%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	47.76%	N	11.69%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	56.06%	N	2.39%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	2.27%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.78%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**66.66%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**25.00%**	**25.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3505: PINE BLUFF SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	97.22%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	98.61%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	97.22%	Y	N/A	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.24%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	27.29%	N	31.16%	↑
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.	11.78%	10.16%	30.79%	N	20.63%	↑
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%	1.65%	1.53%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.44%**	**N**	**1.05%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**0.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**21.43%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**60.71%**	**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.	**61.54%**	**83.01%**	**92.86%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3509: WATSON CHAPEL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	97.50%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.14%	N	0.22%	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	2.63%	N	1.36%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.31%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	46.23%	N	12.22%	↓
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.	11.78%	10.16%	23.11%	N	12.95%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.94%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.10%**	**N**	**2.39%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	86.36%	N	13.64%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**17.65%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**64.71%**	**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.	**61.54%**	**83.01%**	**82.35%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3510: WHITE HALL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	96.00%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	14.58%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	2.50%	N	1.49%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	6.25%	N	8.99%	↓
Grade 08	4.40%	6.95%	4.76%	Y	N/A	↑
Grade HS	2.96%	2.46%	2.50%	N	0.46%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	100.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	100.00%	Y	N/A	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	21.43%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	27.08%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.64%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	32.95%	N	25.50%	↑
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.	11.78%	10.16%	18.54%	N	8.38%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.75%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**15.38%**	**61.53%**	**61.53%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3520: ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	7.03%	N	16.08%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	21.41%	N	-6.71%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	0.32%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**86.44%**	**N**	**4.16%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**68.83%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**80.29%**	**N**	**11.13%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**57.79%**	**N**	**0.38%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**87.39%**	**N**	**3.78%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**74.68%**	**N**	**0.78%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**89.02%**	**N**	**3.86%**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	--

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	--

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	--

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	⟷
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3544: FRIENDSHIP ASPIRE ACADEMY

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.14%	N	0.22%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	--
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	7.14%	N	8.10%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	25.56%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	90.00%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely 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	↓

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3599: AR DEPT. OF CORRECTION SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	1.00%	N/A	N/A	--
Grade HS	20.52%	8.60%	1.00%	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	0.00%	N	58.45%	⟷
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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	⟷

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3601: CLARKSVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	98.04%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	10.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	10.00%	N	5.24%	↓
Grade 08	4.40%	6.95%	3.23%	N	1.17%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	50.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	33.33%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	12.50%	N	9.27%	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.15%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	56.91%	N	1.54%	↓
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.	11.78%	10.16%	16.53%	N	6.37%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**8.33%**	**54.16%**	**62.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3604: LAMAR SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	16.67%	N	6.67%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	94.44%	N	0.56%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	94.44%	N	0.56%	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	18.75%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	3.70%	N	0.29%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	18.75%	Y	N/A	↓
Grade 08	4.40%	6.95%	4.76%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.70%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	18.46%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	18.46%	Y	N/A	↓
Grade 08	36.07%	28.33%	33.62%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.57%	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.	11.78%	10.16%	10.81%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**99.20%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**31.25%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3606: WESTSIDE SCHOOL DISTRICT - JOHNSON

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	34.38%	N	2.08%	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	37.60%	N	20.85%	↑
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.	11.78%	10.16%	8.80%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.62%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**36.36%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**90.91%**	**Y**	**N/A**	↑
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**90.91%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3704: LAFAYETTE COUNTY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.20%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	78.75%	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.	11.78%	10.16%	12.50%	N	2.34%	↑
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%	1.65%	3.75%	N	2.75%	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.75%**	**N**	**1.74%**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**25.00%**	**N**	**75.00%**	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3804: HOXIE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	93.75%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	6.25%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	11.11%	N	4.13%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	90.43%	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.	11.78%	10.16%	6.09%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.36%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**11.11%**	**33.33%**	**33.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3806: SLOAN-HENDRIX SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	46.00%	N	12.26%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	52.00%	N	19.70%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.27%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	59.86%	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.	11.78%	10.16%	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%	1.65%	1.36%	Y	N/A	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.50%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**60.00%**	**60.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3809: HILLCREST SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	50.00%	Y	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	1.79%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	92.31%	N	3.18%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**0.00%**	**25.00%**	**25.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3810: LAWRENCE COUNTY SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	84.62%	N	3.38%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	10.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	9.09%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	10.00%	N	5.24%	↓
Grade 08	4.40%	6.95%	18.18%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	20.28%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	68.25%	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.	11.78%	10.16%	1.59%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.59%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3820: NORTHEAST ARKANSAS EDUCATION SERVICE CENTER 2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	81.38%	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.	18.29%	28.12%	4.45%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**79.25%**	**N**	**11.35%**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**77.05%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**77.78%**	**N**	**13.64%**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**55.74%**	**N**	**2.43%**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**83.93%**	**N**	**7.24%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**78.69%**	**Y**	**N/A**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**100.00%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3840: IMBODEN CHARTER SCHOOL

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↑
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	0.00%	N	15.24%	↑
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	66.67%	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.	11.78%	10.16%	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%	1.65%	16.67%	N	15.67%	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely 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	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

3904: LEE COUNTY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	X	N	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↑
Grade 08	4.40%	6.95%	100.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	4.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.68%**	**N**	**0.32%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	80.51%	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.	11.78%	10.16%	12.71%	N	2.55%	
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**75.86%**	**N**	**19.63%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	63.64%	N	36.36%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**75.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**14.29%**	**28.57%**	**28.57%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4003: STAR CITY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	4.76%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	50.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	50.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	66.85%	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.	11.78%	10.16%	9.55%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**38.46%**	**61.53%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4101: ASHDOWN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.00%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	10.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	93.75%	N	1.25%	↓
Grade 08	95.00%	98.20%	95.45%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	5.56%	Y	N/A	↑
Grade HS	3.99%	3.72%	4.76%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	13.33%	N	1.91%	↓
Grade 08	4.40%	6.95%	11.76%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	75.00%	Y	N/A	↓
Grade HS	20.52%	8.60%	40.00%	Y	N/A	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	50.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	60.00%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.36%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	65.52%	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.	11.78%	10.16%	2.46%	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%	1.65%	1.48%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**66.67%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4102: FOREMAN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	11.11%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	11.11%	Y	N/A	↑
Grade HS	2.96%	2.46%	9.09%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	50.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	66.67%	N	32.93%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	46.67%	N	14.37%	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.82%**	**N**	**1.46%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.61%	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.	11.78%	10.16%	16.90%	N	6.74%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**50.00%**	**N**	**1.19%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**50.00%**	**N**	**11.54%**	↓

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4201: BOONEVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	80.77%	N	14.23%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	5.88%	N	1.48%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	5.26%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	5.88%	N	9.36%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	36.19%	N	0.84%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	43.60%	N	11.30%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	86.17%	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.	11.78%	10.16%	10.64%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4202: MAGAZINE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	25.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	20.45%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	36.67%	N	0.60%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.23%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	84.52%	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.	11.78%	10.16%	13.10%	N	2.94%	
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.00%	Y	N/A	

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.30%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4203: PARIS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	9.09%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	33.33%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	42.62%	N	8.88%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	27.34%	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	32.30%	26.40%	30.60%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.57%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	82.69%	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.	11.78%	10.16%	12.50%	N	2.34%	↑
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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4204: SCRANTON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	9.09%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	27.75%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	40.24%	N	4.89%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	39.47%	N	7.17%	↓
Grade 08	36.07%	28.33%	54.55%	N	18.48%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.14%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	75.34%	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.	11.78%	10.16%	9.59%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**50.00%**	**N**	**1.19%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4301: LONOKE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	76.47%	N	11.53%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	11.76%	N	1.76%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	6.25%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	2.38%	N	0.58%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	32.71%	N	0.41%	↓
Grade 08	36.07%	28.33%	43.64%	N	7.57%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.93%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	95.49%	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.	11.78%	10.16%	2.87%	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%	1.65%	1.23%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	80.00%	N	20.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**12.50%**	**N**	**1.16%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**56.25%**	**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.	**61.54%**	**83.01%**	**87.50%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4302: ENGLAND SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	5.88%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	37.21%	N	3.47%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.24%**	**N**	**0.88%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.21%	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.	11.78%	10.16%	3.19%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**20.00%**	**80.00%**	**80.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4303: CARLISLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.12%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	80.90%	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.	11.78%	10.16%	2.25%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**20.00%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4304: CABOT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	97.89%	Y	N/A	↓
Grade HS	95.00%	98.32%	99.08%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	16.51%	Y	N/A	↑
Grade 08	5.27%	3.20%	3.37%	N	1.90%	↓
Grade HS	3.99%	3.72%	5.13%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.55%	N	0.69%	↓
Grade 08	4.40%	6.95%	13.48%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.63%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	10.00%	N	11.77%	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	13.04%	N	14.21%	↑

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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	30.59%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	35.14%	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	32.30%	26.40%	34.30%	N	2.00%	↓
Grade 08	36.07%	28.33%	32.08%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.97%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	71.65%	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.	11.78%	10.16%	12.90%	N	2.74%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.26%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**91.37%**	**N**	**4.12%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	99.10%	N	0.90%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4401: HUNTSVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	97.96%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	96.61%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	97.96%	Y	N/A	↑
Grade 08	95.00%	98.20%	97.37%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	4.26%	N	3.10%	↑
Grade 08	5.27%	3.20%	5.41%	Y	N/A	↓
Grade HS	3.99%	3.72%	3.70%	N	0.29%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.51%	N	6.73%	↓
Grade 08	4.40%	6.95%	2.70%	N	1.70%	↓
Grade HS	2.96%	2.46%	3.64%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	33.33%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.65%	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.	11.78%	10.16%	11.74%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.26%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	88.89%	N	11.11%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4501: FLIPPIN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	8.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	73.76%	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.	11.78%	10.16%	10.64%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**99.31%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**23.07%**	**69.23%**	**69.23%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely 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	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4502: YELLVILLE-SUMMIT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	95.83%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	90.91%	N	4.09%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	4.76%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	11.11%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	35.00%	N	1.26%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	43.33%	N	11.03%	↑
Grade 08	36.07%	28.33%	28.61%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.60%	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.	11.78%	10.16%	15.08%	N	4.92%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.14%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	90.00%	N	10.00%	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.**	100.00%	100.00%	N/A	N/A	N/A	▬
Indicator 13: Secondary Transition **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4602: GENOA CENTRAL SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	33.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	20.00%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	18.18%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	37.60%	N	3.86%	↓
Grade 08	41.10%	28.84%	45.36%	N	4.26%	↓
Grade HS	35.35%	28.24%	25.10%	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	32.30%	26.40%	51.74%	N	19.44%	↑
Grade 08	36.07%	28.33%	71.13%	N	35.06%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	86.61%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**75.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**28.57%**	**57.14%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4603: FOUKE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	92.31%	N	2.69%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	10.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	43.33%	N	2.23%	↓
Grade HS	35.35%	28.24%	39.61%	N	4.26%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	48.89%	N	12.82%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.97%	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.	11.78%	10.16%	10.17%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**50.00%**	**50.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4605: TEXARKANA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	96.88%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	86.25%	N	8.75%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	96.88%	Y	N/A	↑
Grade 08	95.00%	98.20%	95.74%	Y	N/A	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	2.50%	N	1.90%	↓
Grade HS	2.96%	2.46%	1.56%	N	1.40%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	28.57%	N	8.26%	↓
Grade 08	22.05%	21.50%	20.00%	N	2.05%	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	25.00%	N	2.25%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.15%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	60.52%	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.	11.78%	10.16%	15.02%	N	4.86%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	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.	23.53%	23.11%	54.29%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**92.86%**	**Y**	**N/A**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**47.06%**	**N**	**20.70%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**78.57%**	**N**	**12.85%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**58.82%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**85.71%**	**N**	**5.46%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**58.82%**	**N**	**16.64%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	94.74%	N	5.26%	↓
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**93.75%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**26.67%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**66.67%**	**Y**	**N/A**	↑
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**80.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4701: ARMOREL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	14.29%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	14.29%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	41.67%	N	9.37%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.25%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	98.61%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.12%**	**N**	**0.37%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4702: BLYTHEVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	73.91%	N	14.09%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	26.09%	N	16.09%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	5.26%	N	0.01%	↑
Grade HS	3.99%	3.72%	4.55%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**9.56%**	**N**	**8.20%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**>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. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.04%	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.	11.78%	10.16%	16.77%	N	6.61%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	3.59%	N	2.59%	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**78.57%**	**N**	**16.92%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	--
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**15.79%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**26.32%**	**N**	**24.87%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**78.95%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4706: RIVERCREST SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	20.00%	N	10.00%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	14.29%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	15.79%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	6.25%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	100.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	100.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	43.53%	N	9.79%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	30.09%	Y	N/A	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	83.03%	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.	11.78%	10.16%	10.91%	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%	1.65%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**33.33%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**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.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4708: GOSNELL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	57.14%	N	30.86%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	35.71%	N	25.71%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	96.30%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	4.17%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	16.67%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	4.17%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	50.00%	Y	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	47.62%	N	13.88%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	42.86%	N	10.56%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.88%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	29.83%	N	28.62%	↓
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.	11.78%	10.16%	11.05%	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%	1.65%	1.10%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.98%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4712: MANILA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.00%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	10.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	90.91%	N	4.09%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	10.00%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	16.67%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.10%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	88.00%	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.	11.78%	10.16%	5.33%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.67%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**75.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4713: OSCEOLA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	92.31%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	7.69%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.14%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	75.68%	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.	11.78%	10.16%	18.92%	N	8.76%	↓
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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2022	**60.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**10.00%**	**N**	**3.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**90.00%**	**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.	**61.54%**	**83.01%**	**90.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4801: BRINKLEY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	88.89%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	11.11%	N	1.11%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	12.50%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.23%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	56.94%	N	1.51%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	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%	1.65%	2.78%	N	1.78%	↑

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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely 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	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4802: CLARENDON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	16.67%	N	6.67%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	5.56%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.28%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	24.47%	N	33.98%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	13.83%	N	3.67%	↓
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%	1.65%	4.26%	N	3.26%	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.73%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**25.00%**	**75.00%**	**87.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4901: CADDO HILLS SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	0.00%	N	88.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	8.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	9.09%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.00%	Y	N/A	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	26.20%	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	32.30%	26.40%	22.83%	Y	N/A	↓
Grade 08	36.07%	28.33%	45.45%	N	9.38%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.36%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	72.83%	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.	11.78%	10.16%	6.52%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

4902: MOUNT IDA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	25.00%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	21.43%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	46.43%	N	14.13%	↑
Grade 08	36.07%	28.33%	46.15%	N	10.08%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.27%	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.	11.78%	10.16%	9.46%	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%	1.65%	2.70%	N	1.70%	↑

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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	83.33%	N	16.67%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**40.00%**	**40.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5006: PRESCOTT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	70.00%	N	18.00%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	30.00%	N	20.00%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	8.33%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	7.69%	N	7.55%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	68.33%	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.	11.78%	10.16%	4.17%	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%	1.65%	3.33%	N	2.33%	

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.87%**	**N**	**0.62%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**33.33%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5008: NEVADA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**4.95%**	**N**	**3.59%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	56.92%	N	1.53%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	12.31%	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%	1.65%	1.54%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**75.00%**	**75.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5102: JASPER SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	5.26%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	6.67%	N	8.57%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	33.53%	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	32.30%	26.40%	38.11%	N	5.81%	↓
Grade 08	36.07%	28.33%	40.74%	N	4.67%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	86.13%	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.	11.78%	10.16%	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%	1.65%	0.73%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**16.67%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**33.33%**	**N**	**17.86%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**66.67%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5106: DEER/MT. JUDEA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	12.50%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	95.45%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5201: BEARDEN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	25.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	7.69%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	83.08%	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.	11.78%	10.16%	10.77%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.33%**	**N**	**2.16%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**33.33%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5204: CAMDEN FAIRVIEW SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	97.06%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	95.45%	Y	N/A	↓
Grade HS	95.00%	98.32%	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	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.38%	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.	11.78%	10.16%	11.28%	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%	1.65%	0.39%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	33.93%	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.	18.29%	28.12%	19.64%	N	-8.48%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**100.00%**	**Y**	**N/A**	↔
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**50.00%**	**N**	**17.76%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**100.00%**	**Y**	**N/A**	↔
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**50.00%**	**N**	**8.17%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**100.00%**	**Y**	**N/A**	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**50.00%**	**N**	**25.46%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**77.27%**	**N**	**15.61%**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.06%**	**N**	**1.43%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
A. Enrolled in higher education within one year of leaving high school.	13.66%	18.61%	N/A	N/A	N/A	--
B. Enrolled in higher education or competitively employed within one year of leaving high school.	51.19%	63.59%	N/A	N/A	N/A	--
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	61.54%	83.01%	N/A	N/A	N/A	--

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	5.88%	35.29%	35.29%

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5205: HARMONY GROVE SCHOOL DISTRICT - OUACHITA

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	87.50%	N	0.50%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	12.50%	N	2.50%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	44.23%	N	10.49%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	47.73%	N	12.38%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.86%**	**N**	**1.50%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	91.09%	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.	11.78%	10.16%	1.98%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	99.00%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**36.36%**	**63.64%**	**72.73%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5220: SOUTH CENTRAL SERVICE COOPERATIVE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	23.46%	N	-0.35%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	1.23%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**92.11%**	**Y**	**N/A**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**65.89%**	**N**	**1.87%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**95.65%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**48.84%**	**N**	**9.33%**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**92.54%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**82.95%**	**Y**	**N/A**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**93.10%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5301: EAST END SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	51.02%	N	9.92%	↑
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	41.18%	N	8.88%	↑
Grade 08	36.07%	28.33%	48.98%	N	12.91%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	52.17%	N	6.28%	↓
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.	11.78%	10.16%	10.87%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5303: PERRYVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	90.63%	N	4.37%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	14.29%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	19.23%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.29%	N	0.95%	↓
Grade 08	4.40%	6.95%	9.09%	Y	N/A	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	23.95%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	78.72%	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.	11.78%	10.16%	10.64%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**88.29%**	**N**	**7.20%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**7.14%**	**N**	**6.52%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**71.43%**	**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.	**61.54%**	**83.01%**	**85.71%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5401: BARTON-LEXA SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	20.00%	N	10.00%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.22%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.89%	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.	11.78%	10.16%	6.42%	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%	1.65%	1.83%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	86.15%	N	9.34%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	0.00%	N	100.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**40.00%**	**60.00%**	**80.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5403: HELENA/ W.HELENA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	6.67%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-2.10%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	48.18%	N	10.27%	↑
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.	11.78%	10.16%	13.87%	N	3.71%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	2.19%	N	1.19%	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.00%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	75.00%	N	25.00%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**40.00%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5404: MARVELL - ELAINE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	66.67%	N	21.33%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	33.33%	N	23.33%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	30.00%	N	28.45%	↑
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.	11.78%	10.16%	3.33%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**0.00%**	**N**	**100.00%**	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**0.00%**	**N**	**51.19%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**50.00%**	**N**	**11.54%**	↓

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5420: GREAT RIVERS EDUCATIONAL COOPERATIVE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	30.21%	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.	18.29%	28.12%	33.51%	N	5.39%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**78.52%**	**N**	**12.08%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**76.06%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**80.51%**	**N**	**10.91%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**56.37%**	**N**	**1.80%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**81.20%**	**N**	**9.97%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**81.47%**	**Y**	**N/A**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**99.15%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5440: KIPP DELTA PUBLIC SCHOOLS

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	91.67%	N	3.33%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	4.76%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.74%**	**N**	**1.38%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	43.33%	N	15.12%	↑
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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	0.00%	N	95.49%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	85.71%	N	14.29%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**0.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely 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	↓

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5502: CENTERPOINT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	95.24%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	83.33%	N	11.67%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	15.38%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	30.77%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	66.67%	Y	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	33.33%	Y	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	27.86%	Y	N/A	↑
Grade 08	41.10%	28.84%	42.11%	N	1.01%	↑
Grade HS	35.35%	28.24%	37.58%	N	2.23%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	21.93%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	75.82%	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.	11.78%	10.16%	9.15%	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%	1.65%	0.00%	Y	N/A	

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**80.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**33.33%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**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.	**61.54%**	**83.01%**	**88.89%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5503: KIRBY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	12.50%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	20.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	82.09%	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.	11.78%	10.16%	2.99%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5504: SOUTH PIKE COUNTY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	90.00%	N	5.00%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	6.67%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↔
Grade 08	4.40%	6.95%	11.11%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	22.22%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	36.19%	N	0.84%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	24.44%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	89.39%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**100.00%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**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.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5602: HARRISBURG SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.00%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	10.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	85.19%	N	9.81%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	86.36%	N	8.64%	↓
Grade HS	95.00%	98.32%	88.46%	N	6.54%	↓

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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.14%	N	0.22%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	17.86%	Y	N/A	↓
Grade 08	4.40%	6.95%	10.53%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	35.62%	N	0.27%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.16%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	55.17%	N	3.28%	↓
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.	11.78%	10.16%	8.05%	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%	1.65%	0.38%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.21%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	33.33%	N	66.67%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**10.00%**	**N**	**3.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**70.00%**	**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.	**61.54%**	**83.01%**	**90.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5604: MARKED TREE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	33.33%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	13.54%	Y	N/A	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.20%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	93.65%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.18%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**54.55%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**25.00%**	**25.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5605: TRUMANN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	86.36%	N	1.64%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	13.64%	N	3.64%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	88.64%	N	6.36%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	93.33%	N	1.67%	↓
Grade HS	95.00%	98.32%	95.56%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	2.63%	N	1.36%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**4.66%**	**N**	**3.30%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**>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. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	76.69%	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.	11.78%	10.16%	9.80%	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%	1.65%	2.03%	N	1.03%	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.83%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**58.33%**	**62.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5608: EAST POINSETT COUNTY SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	71.43%	N	16.57%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	91.67%	N	3.33%	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.29%	N	0.95%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	35.29%	N	1.55%	↑
Grade 08	41.10%	28.84%	45.95%	N	4.85%	↑
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	41.60%	N	9.30%	↑
Grade 08	36.07%	28.33%	67.57%	N	31.50%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

* I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.18%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	84.71%	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.	11.78%	10.16%	4.71%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5620: CROWLEYS RIDGE COOPERATIVE

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	9.53%	N	13.58%	
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.	18.29%	28.12%	40.23%	N	12.11%	
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	0.48%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**94.82%**	**Y**	**N/A**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**49.42%**	**N**	**18.34%**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**97.31%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**38.08%**	**N**	**20.09%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**95.25%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**55.81%**	**N**	**19.65%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**89.44%**	**N**	**3.44%**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	--

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	--

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	--

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5703: MENA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	11.11%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	7.41%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	16.67%	Y	N/A	↓
Grade 08	4.40%	6.95%	20.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	16.13%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	23.83%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	30.14%	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	32.30%	26.40%	19.48%	Y	N/A	↓
Grade 08	36.07%	28.33%	36.00%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	68.90%	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.	11.78%	10.16%	10.24%	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%	1.65%	0.39%	Y	N/A	↑

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.56%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**11.11%**	**55.56%**	**66.67%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5706: OUACHITA RIVER SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	13.33%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	9.09%	Y	N/A	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	9.09%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	29.12%	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	32.30%	26.40%	15.94%	Y	N/A	↓
Grade 08	36.07%	28.33%	37.10%	N	1.03%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.44%	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.	11.78%	10.16%	0.93%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.44%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Post-School Outcomes

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**33.33%**	**33.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5707: COSSATOT RIVER SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	85.71%	N	2.29%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	33.33%	Y	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	33.33%	Y	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	45.31%	N	11.57%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	48.44%	N	16.14%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.64%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	9.02%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**12.50%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5801: ATKINS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	11.54%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	27.27%	Y	N/A	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	43.74%	N	7.67%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	73.47%	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.	11.78%	10.16%	8.67%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**92.00%**	**N**	**3.49%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5802: DOVER SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	81.82%	N	6.18%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	18.18%	N	8.18%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↓
Grade 08	5.27%	3.20%	18.75%	Y	N/A	↑
Grade HS	3.99%	3.72%	4.35%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	18.75%	Y	N/A	↑
Grade HS	2.96%	2.46%	4.55%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	19.36%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	27.87%	Y	N/A	↑
Grade 08	36.07%	28.33%	26.04%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.14%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	86.38%	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.	11.78%	10.16%	5.16%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.20%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
A. Enrolled in higher education within one year of leaving high school.	13.66%	18.61%	22.22%	Y	N/A	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	51.19%	63.59%	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.	61.54%	83.01%	88.89%	Y	N/A	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	See current data above.		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5803: HECTOR SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	94.12%	N	0.88%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	6.25%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	7.14%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	41.51%	N	7.77%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	33.94%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	82.44%	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.	11.78%	10.16%	6.11%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**80.00%**	**80.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5804: POTTSVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	88.89%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	11.11%	N	1.11%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	98.41%	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	7.36%	9.14%	24.24%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	6.38%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	36.36%	Y	N/A	↑
Grade 08	4.40%	6.95%	4.76%	Y	N/A	↓
Grade HS	2.96%	2.46%	5.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	30.88%	Y	N/A	↓
Grade 08	41.10%	28.84%	46.00%	N	4.90%	↓
Grade HS	35.35%	28.24%	44.29%	N	8.94%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	29.78%	Y	N/A	↓
Grade 08	36.07%	28.33%	43.24%	N	7.17%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	69.04%	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.	11.78%	10.16%	4.33%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.17%**	**N**	**1.32%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
A. Enrolled in higher education within one year of leaving high school.	13.66%	18.61%	N/A	N/A	N/A	--
B. Enrolled in higher education or competitively employed within one year of leaving high school.	51.19%	63.59%	N/A	N/A	N/A	--
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	61.54%	83.01%	N/A	N/A	N/A	--

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	N/A	N/A	N/A

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5805: RUSSELLVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	79.63%	N	8.37%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	18.52%	N	8.52%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	95.00%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	98.33%	Y	N/A	↓
Grade HS	95.00%	98.32%	95.73%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	13.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	1.82%	N	3.45%	↑
Grade HS	3.99%	3.72%	0.92%	N	3.07%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	17.33%	Y	N/A	↑
Grade 08	4.40%	6.95%	7.14%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.74%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	16.67%	N	20.16%	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	16.67%	N	5.10%	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	32.08%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	35.91%	N	0.56%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	25.90%	Y	N/A	↓
Grade 08	36.07%	28.33%	30.48%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.59%**	**N**	**0.23%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.80%	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.	11.78%	10.16%	15.82%	N	5.66%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.61%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	40.50%	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.	18.29%	28.12%	41.32%	N	13.20%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**86.84%**	**N**	**3.76%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**77.46%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**94.20%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**52.11%**	**N**	**6.06%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**91.67%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**77.46%**	**Y**	**N/A**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**91.38%**	**N**	**1.50%**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.74%**	**N**	**0.75%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**100.00%**	**Y**	**N/A**	↔
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2023	**10.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**9.61%**	**55.76%**	**57.69%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5901: DES ARC SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	45.45%	N	11.71%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	63.64%	N	31.34%	↑
Grade 08	36.07%	28.33%	54.35%	N	18.28%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.95%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	80.00%	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.	11.78%	10.16%	5.56%	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%	1.65%	7.78%	N	6.78%	↑

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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**80.00%**	**80.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

5903: HAZEN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	20.00%	N	10.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	90.00%	N	5.00%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	11.11%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	11.11%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	34.15%	N	0.41%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.61%**	**N**	**0.25%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	65.48%	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.	11.78%	10.16%	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%	1.65%	1.19%	Y	N/A	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6001: LITTLE ROCK SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	98.57%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	1.43%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	99.35%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	98.75%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	99.35%	Y	N/A	↓
Grade 08	95.00%	98.20%	97.82%	Y	N/A	↓
Grade HS	95.00%	98.32%	98.48%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	8.03%	Y	N/A	↑
Grade 08	5.27%	3.20%	3.26%	N	2.01%	↓
Grade HS	3.99%	3.72%	2.88%	N	1.11%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.76%	N	6.48%	↓
Grade 08	4.40%	6.95%	1.86%	N	2.54%	↑
Grade HS	2.96%	2.46%	2.04%	N	0.92%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	61.29%	Y	N/A	↑
Grade 08	22.05%	21.50%	22.22%	Y	N/A	↑
Grade HS	20.52%	8.60%	10.64%	N	9.88%	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	19.35%	N	2.42%	↑
Grade 08	24.82%	11.29%	22.22%	N	2.60%	↑
Grade HS	27.25%	19.93%	10.87%	N	16.38%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.25%**	**N**	**0.89%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	64.76%	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.	11.78%	10.16%	14.86%	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%	1.65%	3.84%	N	2.84%	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	23.81%	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.	18.29%	28.12%	16.13%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**95.93%**	**Y**	**N/A**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**61.49%**	**N**	**6.27%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**94.38%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**32.47%**	**N**	**25.70%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**96.39%**	**Y**	**N/A**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**70.98%**	**N**	**4.48%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	74.47%	N	18.41%	↑
School Age (k-12) Rate	95.49%	95.58%	None Returned	N/A	N/A	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	97.57%	N	2.43%	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 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%	81.92%	54.17%	N	45.83%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**26.13%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**67.57%**	**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.	**61.54%**	**83.01%**	**90.09%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6002: N. LITTLE ROCK SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	91.84%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	4.08%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	94.89%	N	0.11%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	93.33%	N	1.67%	↓
Grade HS	95.00%	98.32%	90.07%	N	4.93%	↓

STATEWIDE 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	7.36%	9.14%	8.99%	Y	N/A	↑
Grade 08	5.27%	3.20%	1.54%	N	3.73%	↑
Grade HS	3.99%	3.72%	0.83%	N	3.16%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	5.62%	N	9.62%	↓
Grade 08	4.40%	6.95%	1.49%	N	2.91%	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	7.69%	N	29.14%	↓
Grade 08	22.05%	21.50%	33.33%	Y	N/A	↑
Grade HS	20.52%	8.60%	11.11%	N	9.41%	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	7.69%	N	14.08%	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	11.11%	N	16.14%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.51%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	73.70%	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.	11.78%	10.16%	16.57%	N	6.41%	↔
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%	1.65%	1.57%	Y	N/A	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	35.96%	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.	18.29%	28.12%	18.42%	N	-9.70%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**72.73%**	**N**	**17.87%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**50.00%**	**N**	**17.76%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**81.82%**	**N**	**9.60%**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**58.33%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**62.50%**	**N**	**28.67%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**58.33%**	**N**	**17.13%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	96.06%	N	3.94%	↑
School Age (k-12) Rate	100.00%	98.93%	95.83%	N	4.17%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	--

Most Recent Year	Secondary Transition Rate
2022	**64.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**15.00%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**55.00%**	**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.	**61.54%**	**83.01%**	**77.50%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6003: PULASKI CO. SPEC. SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.99%	N	7.01%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	12.40%	N	2.40%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	99.43%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	99.01%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	98.86%	Y	N/A	↓
Grade 08	95.00%	98.20%	99.17%	Y	N/A	↑
Grade HS	95.00%	98.32%	99.56%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	6.67%	N	0.69%	↓
Grade 08	5.27%	3.20%	2.86%	N	2.41%	↓
Grade HS	3.99%	3.72%	2.99%	N	1.00%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	10.37%	N	4.87%	↓
Grade 08	4.40%	6.95%	2.83%	N	1.57%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	55.56%	Y	N/A	↑
Grade 08	22.05%	21.50%	57.14%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	21.43%	N	3.39%	↑
Grade HS	27.25%	19.93%	16.13%	N	11.12%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	27.15%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.00%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	63.97%	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.	11.78%	10.16%	15.37%	N	5.21%	↓
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%	1.65%	4.99%	N	3.99%	↓

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.	23.53%	23.11%	2.08%	N	21.03%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	9.03%	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..	0.96%	0.15%	0.69%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**73.08%**	**N**	**17.52%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**76.60%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**77.27%**	**N**	**14.15%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**54.26%**	**N**	**3.91%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**60.87%**	**N**	**30.30%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**75.53%**	**Y**	**N/A**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**100.00%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.29%**	**N**	**0.20%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	99.49%	N	0.51%	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**11.42%**	**57.14%**	**61.90%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6004: JACKSONVILLE NORTH PULASKI SCHOOL DISTRICT 2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	92.50%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	2.50%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	96.63%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	95.45%	Y	N/A	↓
Grade HS	95.00%	98.32%	97.98%	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	7.36%	9.14%	3.23%	N	4.13%	↑
Grade 08	5.27%	3.20%	2.70%	N	2.57%	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	2.78%	N	1.62%	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	33.33%	N	3.50%	↓
Grade 08	22.05%	21.50%	16.67%	N	5.38%	↑
Grade HS	20.52%	8.60%	25.00%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	16.67%	N	5.10%	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.24%**	**N**	**0.88%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**>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. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	72.98%	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.	11.78%	10.16%	13.73%	N	3.57%	↓
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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**84.62%**	**N**	**10.87%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	95.52%	N	4.48%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**80.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**57.89%**	**57.89%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	<100%	N	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6040: ACADEMIC PLUS CHARTER SCHOOL

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	93.75%	N	1.25%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	14.29%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.29%	N	0.95%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	32.81%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	46.47%	N	11.12%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	39.78%	N	7.48%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.92%**	**N**	**0.56%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	90.28%	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.	11.78%	10.16%	0.69%	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%	1.65%	0.00%	Y	N/A	↓

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**60.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6041: LISA ACADEMY CHARTER SCHOOL

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	98.08%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	13.46%	Y	N/A	↑
Grade 08	5.27%	3.20%	14.29%	Y	N/A	↓
Grade HS	3.99%	3.72%	14.58%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	15.38%	Y	N/A	↓
Grade 08	4.40%	6.95%	23.81%	Y	N/A	↑
Grade HS	2.96%	2.46%	4.26%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	25.00%	N	2.25%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	29.14%	Y	N/A	↓
Grade HS	35.35%	28.24%	21.10%	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	32.30%	26.40%	21.49%	Y	N/A	↓
Grade 08	36.07%	28.33%	18.62%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	85.19%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	84.21%	N	11.28%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	37.50%	N	62.50%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.**	100.00%	100.00%	N/A	N/A	N/A	▬
Indicator 13: Secondary Transition **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**83.33%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**23.08%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**69.23%**	**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.	**61.54%**	**83.01%**	**76.92%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	<100%	N	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6043: ARKANSAS VIRTUAL ACADEMY

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	98.78%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	98.80%	Y	N/A	↑
Grade HS	95.00%	98.32%	98.84%	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	7.36%	9.14%	5.71%	N	1.65%	↑
Grade 08	5.27%	3.20%	2.63%	N	2.64%	↑
Grade HS	3.99%	3.72%	3.87%	N	0.12%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.57%	N	6.67%	↓
Grade 08	4.40%	6.95%	6.58%	Y	N/A	↑
Grade HS	2.96%	2.46%	2.45%	N	0.51%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	60.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	92.55%	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.	11.78%	10.16%	0.15%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**86.21%**	**N**	**9.28%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

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

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**19.05%**	**33.33%**	**33.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6047: ESTEM PUBLIC CHARTER SCHOOL

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	97.62%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	21.95%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	2.50%	N	1.49%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	24.39%	Y	N/A	↑
Grade 08	4.40%	6.95%	16.67%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	33.94%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	21.08%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.01%	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.	11.78%	10.16%	4.05%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.27%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6050: ARKANSAS LIGHTHOUSE ACADEMIES

2023 - 24 Annual Performance Report

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

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

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

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

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**4.08%**	**N**	**2.72%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	97.96%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

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

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6052: GRADUATE ARKANSAS CHARTER HIGH

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	50.00%	N	38.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	44.44%	N	34.44%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	50.00%	N	45.00%	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	64.71%	N	30.29%	↑

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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	⟷

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	**100.00%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**6.66%**	**46.66%**	**46.66%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6053: PREMIER HIGH SCHOOL OF LITTLE ROCK

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	96.43%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	3.70%	N	0.29%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.63%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	94.34%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6055: EXALT ACADEMY OF SOUTHWEST LR

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	N/A	N/A	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	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	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	<100%	N	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6060: SCHOLARMADE ACHIEVEMENT PLACE OF AR

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	N/A	N/A	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	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	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	⟷

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.62%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6062: PREMIER HIGH SCHOOL OF NORTH LITTLE ROCK

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.74%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6063: Westwind School for Performing Arts

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	45.45%	N	4.35%	↑
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.20%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6064: Arkansas Military & First Responders Academy — 2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	100.00%	Y	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	7.69%	Y	N/A	--
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	0.00%	N	2.96%	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	N/A	N	-923.35%	--
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N	-914.84%	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	▬

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	52.94%	N	5.51%	▬
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	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%	1.65%	5.88%	N	4.88%	▬

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	▬
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6091: AR SCHOOL FOR THE BLIND

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	50.00%	N	45.00%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	50.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	33.33%	Y	N/A	↑
Grade HS	3.99%	3.72%	22.22%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	100.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	11.11%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	0.00%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	0.00%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	0.00%	N	58.45%	⟷
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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	0.00%	N	23.11%	⟷
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	100.00%	N	71.88%	⟷
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	↓
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**33.33%**	**33.33%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6092: AR SCHOOL FOR THE DEAF

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	8.33%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	0.00%	N	58.45%	⟷
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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	0.00%	N	23.11%	↔
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	100.00%	N	71.88%	↔
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	100.00%	Y	N/A	↑
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	**100.00%**	**81.92%**	**0.00%**	**N**	**100.00%**	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**33.33%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**33.33%**	**N**	**17.86%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**33.33%**	**N**	**28.21%**	↓

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6094: DIVISION OF YOUTH SERVICES (DYS)

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	25.00%	N	15.00%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	92.31%	N	2.69%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	92.86%	N	2.14%	↓
Grade HS	95.00%	98.32%	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	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	0.00%	N	58.45%	⟷
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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	⟷

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6095: CONWAY HDC

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	0.00%	N	88.00%	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	0.00%	N	58.45%	⟷
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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**76.92%**	**N**	**18.57%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	**100.00%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2022	**80.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6102: MAYNARD SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	85.71%	N	9.29%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	7.14%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	59.52%	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.	11.78%	10.16%	4.76%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2020	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**33.33%**	**N**	**17.86%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**66.67%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6103: POCAHONTAS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.95%	N	7.05%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	4.35%	N	3.01%	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.70%	N	6.54%	↑
Grade 08	4.40%	6.95%	4.76%	Y	N/A	↑
Grade HS	2.96%	2.46%	2.78%	N	0.18%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	33.33%	N	3.50%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	66.35%	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.	11.78%	10.16%	9.62%	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%	1.65%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	4.72%	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.	18.29%	28.12%	14.96%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**90.48%**	**N**	**0.12%**	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**85.96%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**87.72%**	**N**	**3.70%**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**68.42%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**73.68%**	**N**	**17.49%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**87.72%**	**Y**	**N/A**	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**98.77%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.79%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	98.92%	N	1.08%	↓
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**11.11%**	**55.55%**	**55.55%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6201: FORREST CITY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	84.21%	N	3.79%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	15.79%	N	5.79%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	95.00%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	95.12%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	2.56%	N	1.43%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	5.26%	N	9.98%	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	2.56%	N	0.40%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	39.13%	N	3.06%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.49%**	**N**	**0.13%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.08%	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.	11.78%	10.16%	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%	1.65%	6.76%	N	5.76%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.94%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**3.70%**	**51.85%**	**51.85%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6205: PALESTINE-WHEATLEY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	9.09%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	9.09%	N	6.15%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	38.10%	N	2.75%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	28.01%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	89.72%	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.	11.78%	10.16%	3.74%	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%	1.65%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.71%**	**N**	**0.78%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**50.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**75.00%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**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.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6301: BAUXITE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	92.31%	N	2.69%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	18.18%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	3.70%	N	0.29%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.33%	N	6.91%	↓
Grade 08	4.40%	6.95%	5.56%	Y	N/A	↑
Grade HS	2.96%	2.46%	7.69%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.06%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.56%	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.	11.78%	10.16%	7.26%	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%	1.65%	0.81%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6302: BENTON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	16.67%	N	6.67%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	97.96%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	98.94%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	95.92%	Y	N/A	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	98.95%	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	7.36%	9.14%	13.04%	Y	N/A	↑
Grade 08	5.27%	3.20%	3.45%	N	1.82%	↑
Grade HS	3.99%	3.72%	8.14%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	8.89%	N	6.35%	↓
Grade 08	4.40%	6.95%	3.45%	N	0.95%	↓
Grade HS	2.96%	2.46%	8.05%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	14.29%	N	6.23%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	14.29%	N	12.96%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	27.33%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	34.46%	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	32.30%	26.40%	24.37%	Y	N/A	↓
Grade 08	36.07%	28.33%	49.82%	N	13.75%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.30%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.91%	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.	11.78%	10.16%	8.10%	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%	1.65%	1.50%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.40%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**57.14%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**10.26%**	**56.41%**	**58.97%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6303: BRYANT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	97.25%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	98.23%	Y	N/A	↓
Grade HS	95.00%	98.32%	98.33%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	11.63%	Y	N/A	↑
Grade 08	5.27%	3.20%	8.41%	Y	N/A	↑
Grade HS	3.99%	3.72%	7.69%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	18.60%	Y	N/A	↓
Grade 08	4.40%	6.95%	14.02%	Y	N/A	↑
Grade HS	2.96%	2.46%	2.96%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	27.27%	N	9.56%	↓
Grade 08	22.05%	21.50%	25.00%	Y	N/A	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	27.27%	Y	N/A	↑
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	29.39%	Y	N/A	↓
Grade 08	41.10%	28.84%	34.89%	Y	N/A	↓
Grade HS	35.35%	28.24%	35.64%	N	0.29%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	35.54%	N	3.24%	↑
Grade 08	36.07%	28.33%	27.33%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	71.09%	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.	11.78%	10.16%	11.10%	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%	1.65%	1.69%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	25.49%	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.	18.29%	28.12%	37.91%	N	9.79%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**90.63%**	**Y**	**N/A**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**35.82%**	**N**	**31.94%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**93.65%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**22.39%**	**N**	**35.78%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**90.32%**	**N**	**0.85%**	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**43.28%**	**N**	**32.18%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	89.47%	N	3.41%	↑
School Age (k-12) Rate	95.49%	95.58%	88.00%	N	7.49%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	98.76%	N	1.24%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**92.30%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**18.29%**	**64.63%**	**70.73%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6304: HARMONY GROVE SCHOOL DISTRICT -SALINE

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	6.25%	N	1.11%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	10.53%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	6.25%	N	8.99%	↓
Grade 08	4.40%	6.95%	50.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	29.71%	Y	N/A	↑
Grade 08	36.07%	28.33%	-11.90%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.25%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	92.02%	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.	11.78%	10.16%	0.61%	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%	1.65%	0.61%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
A. Enrolled in higher education within one year of leaving high school.	13.66%	18.61%	9.09%	N	4.57%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	51.19%	63.59%	72.73%	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.	61.54%	83.01%	81.82%	Y	N/A	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	See current data above.		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6401: WALDRON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↓
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**3.68%**	**N**	**2.32%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**>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. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	84.24%	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.	11.78%	10.16%	7.88%	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%	1.65%	0.61%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.86%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6502: SEARCY COUNTY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	28.57%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	39.34%	N	5.60%	↑
Grade 08	41.10%	28.84%	42.22%	N	1.12%	↓
Grade HS	35.35%	28.24%	40.35%	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	32.30%	26.40%	17.33%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	84.55%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	80.00%	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.	18.29%	28.12%	10.00%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**100.00%**	**Y**	**N/A**	↔
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**70.00%**	**Y**	**N/A**	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**100.00%**	**Y**	**N/A**	↔
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**80.00%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**100.00%**	**Y**	**N/A**	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**90.00%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**100.00%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**98.95%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**100.00%**	**Y**	**N/A**	↔
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**0.00%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6505: OZARK MOUNTAIN SCHOOL DISTRICT -SEARCY 2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.69%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.15%**	**N**	**0.79%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	89.25%	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.	11.78%	10.16%	1.08%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6601: FORT SMITH SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	81.30%	N	6.70%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	16.26%	N	6.26%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	98.88%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	98.88%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	8.98%	Y	N/A	↑
Grade 08	5.27%	3.20%	5.33%	Y	N/A	↓
Grade HS	3.99%	3.72%	4.53%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	11.38%	N	3.86%	↓
Grade 08	4.40%	6.95%	6.00%	Y	N/A	↓
Grade HS	2.96%	2.46%	3.29%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	41.67%	Y	N/A	↑
Grade 08	22.05%	21.50%	11.11%	N	10.94%	↑
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**2.33%**	**N**	**0.97%**	↑

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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**>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. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	66.17%	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.	11.78%	10.16%	16.19%	N	6.03%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	0.58%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	11.36%	N	11.75%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	27.27%	N	-0.85%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**50.00%**	**N**	**40.60%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**33.33%**	**N**	**34.43%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**66.67%**	**N**	**24.75%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**33.33%**	**N**	**24.84%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**66.67%**	**N**	**24.50%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**33.33%**	**N**	**42.13%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**75.00%**	**N**	**17.88%**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**84.62%**	**N**	**10.87%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	95.65%	N	4.35%	↑
School Age (k-12) Rate	100.00%	98.93%	96.10%	N	3.90%	↓
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	77.78%	N	22.22%	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**14.43%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**67.01%**	**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.	**61.54%**	**83.01%**	**78.35%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6602: GREENWOOD SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	97.22%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	98.39%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	97.18%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	98.39%	Y	N/A	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	98.84%	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	7.36%	9.14%	22.03%	Y	N/A	↓
Grade 08	5.27%	3.20%	9.52%	Y	N/A	↓
Grade HS	3.99%	3.72%	4.55%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.42%	Y	N/A	↓
Grade 08	4.40%	6.95%	23.81%	Y	N/A	↑
Grade HS	2.96%	2.46%	6.10%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	31.91%	Y	N/A	↑
Grade 08	41.10%	28.84%	35.44%	Y	N/A	↓
Grade HS	35.35%	28.24%	44.93%	N	9.58%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	31.99%	Y	N/A	↑
Grade 08	36.07%	28.33%	38.94%	N	2.87%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.42%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.98%	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.	11.78%	10.16%	4.68%	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%	1.65%	0.30%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**94.12%**	**N**	**1.37%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**16.00%**	**72.00%**	**72.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6603: HACKETT SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	83.33%	N	11.67%	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	83.33%	N	11.67%	↓
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	7.69%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	40.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	-0.94%	Y	N/A	↑
Grade 08	36.07%	28.33%	43.75%	N	7.68%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.79%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	80.29%	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.	11.78%	10.16%	5.84%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	92.86%	N	2.63%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**8.33%**	**N**	**5.33%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**66.67%**	**Y**	**N/A**	↑
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**75.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6605: LAVACA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	57.14%	N	30.86%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	42.86%	N	32.86%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	21.05%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	7.69%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	31.58%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	14.33%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	9.96%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.82%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.87%	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.	11.78%	10.16%	5.74%	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%	1.65%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
A. Enrolled in higher education within one year of leaving high school.	13.66%	18.61%	N/A	N/A	N/A	--
B. Enrolled in higher education or competitively employed within one year of leaving high school.	51.19%	63.59%	N/A	N/A	N/A	--
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	61.54%	83.01%	N/A	N/A	N/A	--

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	25.00%	100.00%	100.00%

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6606: MANSFIELD SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	10.00%	Y	N/A	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↔
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	33.90%	N	1.60%	↑
Grade 08	36.07%	28.33%	36.30%	N	0.23%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.69%	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.	11.78%	10.16%	2.48%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6640: FUTURE SCHOOL OF FORT SMITH

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	⟷

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	**100.00%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2022	**55.55%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**33.33%**	**N**	**17.86%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**77.78%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6701: DEQUEEN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	4.35%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	4.35%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	40.00%	Y	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	46.43%	N	12.69%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	52.28%	N	19.98%	↑
Grade 08	36.07%	28.33%	54.71%	N	18.64%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.38%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	61.98%	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.	11.78%	10.16%	4.56%	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%	1.65%	0.38%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**97.35%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**75.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6703: HORATIO SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	25.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	11.76%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	25.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	11.59%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	16.46%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.13%	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.	11.78%	10.16%	3.77%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**50.00%**	**N**	**1.19%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**50.00%**	**N**	**11.54%**	↓

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6720: DEQUEEN/MENA EDUCATIONAL COOPERATIVE

2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	38.05%	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.	18.29%	28.12%	16.67%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**93.42%**	**Y**	**N/A**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**65.83%**	**N**	**1.93%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**94.94%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**62.81%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**93.66%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**78.89%**	**Y**	**N/A**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**97.83%**	**Y**	**N/A**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	--

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	--

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	--

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	**--**
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	**--**
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	**--**

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6802: CAVE CITY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	5.56%	N	1.80%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	5.56%	N	9.68%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↓
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	40.12%	N	6.38%	↑
Grade 08	41.10%	28.84%	42.22%	N	1.12%	↓
Grade HS	35.35%	28.24%	44.63%	N	9.28%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	59.55%	N	23.48%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	42.72%	N	15.73%	↑
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.	11.78%	10.16%	7.51%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**77.77%**	**77.77%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6804: HIGHLAND SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	8.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	5.13%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.00%	N	3.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	2.56%	N	0.40%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	100.00%	Y	N/A	↑
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	39.75%	N	6.01%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	34.87%	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	32.30%	26.40%	42.05%	N	9.75%	↑
Grade 08	36.07%	28.33%	38.39%	N	2.32%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	89.06%	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.	11.78%	10.16%	5.86%	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%	1.65%	0.39%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**99.39%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**28.57%**	**57.14%**	**57.14%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

6901: MOUNTAIN VIEW SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	6.67%	N	0.69%	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	7.41%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	3.23%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	30.94%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	27.86%	Y	N/A	↓
Grade 08	36.07%	28.33%	44.12%	N	8.05%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.56%	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.	11.78%	10.16%	7.79%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**11.11%**	**N**	**2.55%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**44.44%**	**N**	**6.75%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**77.78%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7001: EL DORADO SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	93.88%	N	1.12%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	94.74%	N	0.26%	↓
Grade HS	95.00%	98.32%	98.46%	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	7.36%	9.14%	3.70%	N	3.66%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	7.41%	N	7.83%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↔
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	33.36%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	26.73%	Y	N/A	↑
Grade 08	36.07%	28.33%	38.38%	N	2.31%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-1.12%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	86.05%	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.	11.78%	10.16%	8.04%	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%	1.65%	0.71%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.08%**	**N**	**2.41%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7003: JUNCTION CITY SCHOOL DISTRICT 2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	20.00%	N	10.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	16.67%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	16.67%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	10.00%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	21.63%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.43%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	72.13%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**22.22%**	**55.55%**	**55.55%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7007: PARKERS CHAPEL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	16.67%	N	6.67%	↑

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	95.83%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	95.65%	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	7.36%	9.14%	28.57%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	25.81%	Y	N/A	↓
Grade 08	41.10%	28.84%	47.46%	N	6.36%	↓
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	59.65%	N	27.35%	↑
Grade 08	36.07%	28.33%	57.63%	N	21.56%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	83.87%	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.	11.78%	10.16%	1.08%	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%	1.65%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**33.33%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7008: SMACKOVER-NORPHLET SCHOOL DISTRICT 2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	17.36%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	17.36%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**1.22%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.36%	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.	11.78%	10.16%	8.47%	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%	1.65%	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.	23.53%	23.11%	47.37%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**85.71%**	**N**	**4.89%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**66.67%**	**N**	**1.09%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**66.67%**	**N**	**24.75%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**55.56%**	**N**	**2.61%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**100.00%**	**Y**	**N/A**	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**66.67%**	**N**	**8.79%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	85.71%	N	7.17%	↓
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	⟷
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	⟷
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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 Transistion **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.**	100.00%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**66.67%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**50.00%**	**75.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	⟷
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7009: STRONG-HUTTIG SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↔
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.65%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.69%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**25.00%**	**75.00%**	**75.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7102: CLINTON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	94.12%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	8.33%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	16.67%	Y	N/A	↑
Grade 08	4.40%	6.95%	9.09%	Y	N/A	↑
Grade HS	2.96%	2.46%	4.17%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	38.15%	N	4.41%	↑
Grade 08	41.10%	28.84%	47.06%	N	5.96%	↓
Grade HS	35.35%	28.24%	38.65%	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	32.30%	26.40%	43.90%	N	11.60%	↑
Grade 08	36.07%	28.33%	56.39%	N	20.32%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	60.65%	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.	11.78%	10.16%	19.91%	N	9.75%	↑
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%	1.65%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	87.50%	N	7.99%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**11.76%**	**47.05%**	**52.94%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7104: SHIRLEY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	50.00%	N	45.00%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	44.44%	N	12.14%	↑
Grade 08	36.07%	28.33%	39.13%	N	3.06%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	52.83%	N	5.62%	↑
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.	11.78%	10.16%	3.77%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**50.00%**	**50.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7105: SOUTH SIDE SCHOOL DISTRICT -VAN BUREN

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	83.33%	N	4.67%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	16.67%	N	6.67%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	66.67%	N	28.33%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	12.50%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	26.89%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	41.43%	N	6.08%	↑
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	45.08%	N	12.78%	↑
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	75.00%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	95.38%	N	0.11%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	--
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**14.28%**	**85.71%**	**85.71%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7201: ELKINS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	15.79%	Y	N/A	↑
Grade 08	5.27%	3.20%	5.88%	Y	N/A	↓
Grade HS	3.99%	3.72%	9.09%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	36.84%	Y	N/A	↓
Grade 08	4.40%	6.95%	41.18%	Y	N/A	↑
Grade HS	2.96%	2.46%	2.86%	N	0.10%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	30.28%	Y	N/A	↓
Grade 08	41.10%	28.84%	38.37%	Y	N/A	↓
Grade HS	35.35%	28.24%	33.83%	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	32.30%	26.40%	29.45%	Y	N/A	↑
Grade 08	36.07%	28.33%	20.77%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	90.39%	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.	11.78%	10.16%	3.06%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**88.24%**	**N**	**7.25%**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**57.14%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**27.27%**	**54.55%**	**63.64%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7202: FARMINGTON SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	96.72%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	13.79%	Y	N/A	↑
Grade 08	5.27%	3.20%	13.04%	Y	N/A	↑
Grade HS	3.99%	3.72%	1.79%	N	2.20%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	17.24%	Y	N/A	↓
Grade 08	4.40%	6.95%	8.70%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	33.33%	N	3.50%	↑
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	24.67%	Y	N/A	↓
Grade 08	41.10%	28.84%	33.21%	Y	N/A	↓
Grade HS	35.35%	28.24%	39.04%	N	3.69%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	23.03%	Y	N/A	↓
Grade 08	36.07%	28.33%	37.56%	N	1.49%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	75.76%	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.	11.78%	10.16%	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%	1.65%	0.55%	Y	N/A	

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**93.04%**	**N**	**2.45%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**30.76%**	**65.38%**	**69.23%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7203: FAYETTEVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	91.51%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	8.49%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	98.13%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	90.96%	N	4.04%	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	98.13%	Y	N/A	↓
Grade 08	95.00%	98.20%	98.18%	Y	N/A	↓
Grade HS	95.00%	98.32%	96.05%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	15.00%	Y	N/A	↓
Grade 08	5.27%	3.20%	10.20%	Y	N/A	↓
Grade HS	3.99%	3.72%	8.02%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	19.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	18.37%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.73%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	20.00%	N	16.83%	↓
Grade 08	22.05%	21.50%	10.00%	N	12.05%	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	22.22%	N	5.03%	↑

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	38.45%	N	4.71%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	32.65%	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	32.30%	26.40%	34.82%	N	2.52%	↓
Grade 08	36.07%	28.33%	34.93%	Y	N/A	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	70.38%	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.	11.78%	10.16%	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%	1.65%	2.38%	N	1.38%	↑

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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	90.00%	N	5.49%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7204: GREENLAND SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	28.57%	Y	N/A	↓
Grade 08	4.40%	6.95%	16.67%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.70%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	100.00%	Y	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	--

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	24.15%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	85.45%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	95.38%	N	0.11%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**62.50%**	**62.50%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7205: LINCOLN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	94.12%	N	0.88%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	6.25%	Y	N/A	↑
Grade HS	3.99%	3.72%	3.23%	N	0.76%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	3.33%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	73.24%	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.	11.78%	10.16%	9.86%	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%	1.65%	1.41%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**95.51%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7206: PRAIRIE GROVE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	97.78%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.83%	Y	N/A	↑
Grade 08	5.27%	3.20%	9.09%	Y	N/A	↑
Grade HS	3.99%	3.72%	7.32%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	16.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	18.18%	Y	N/A	↑
Grade HS	2.96%	2.46%	2.56%	N	0.40%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↓
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	100.00%	Y	N/A	↑
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	27.57%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	33.82%	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	32.30%	26.40%	34.31%	N	2.01%	↑
Grade 08	36.07%	28.33%	19.47%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.43%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.63%	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.	11.78%	10.16%	6.25%	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%	1.65%	0.66%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**86.67%**	**N**	**8.82%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2020	**10.00%**	**60.00%**	**60.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7207: SPRINGDALE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	89.01%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	10.99%	N	0.99%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	99.51%	Y	N/A	↓
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	98.58%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	99.51%	Y	N/A	↓
Grade 08	95.00%	98.20%	98.33%	Y	N/A	↓
Grade HS	95.00%	98.32%	98.85%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	7.29%	N	0.07%	↓
Grade 08	5.27%	3.20%	3.21%	N	2.06%	↓
Grade HS	3.99%	3.72%	3.73%	N	0.26%	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↓
Grade 08	4.40%	6.95%	5.77%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.46%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	36.36%	N	0.47%	↑
Grade 08	22.05%	21.50%	9.52%	N	12.53%	↑
Grade HS	20.52%	8.60%	11.54%	N	8.98%	↑
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	18.18%	N	3.59%	↓
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↓
Grade HS	27.25%	19.93%	19.23%	N	8.02%	↓

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	22.20%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	78.06%	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.	11.78%	10.16%	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%	1.65%	3.12%	N	2.12%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**91.28%**	**N**	**4.21%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**100.00%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2022	**72.72%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**11.86%**	**64.40%**	**66.66%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Timely and Accurate Data Reporting

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7208: WEST FORK SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	88.89%	Y	N/A	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	11.11%	N	1.11%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	14.29%	Y	N/A	↓
Grade 08	5.27%	3.20%	9.09%	Y	N/A	↑
Grade HS	3.99%	3.72%	5.56%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	14.29%	N	0.95%	↓
Grade 08	4.40%	6.95%	9.09%	Y	N/A	↑
Grade HS	2.96%	2.46%	5.56%	Y	N/A	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.57%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.72%	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.	11.78%	10.16%	6.99%	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%	1.65%	3.50%	N	2.50%	↑

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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**92.00%**	**N**	**3.49%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**90.90%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7221: NORTHWEST ARKANSAS EDUCATION SERVICE CENTER 2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	20.71%	N	2.40%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	16.27%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**74.13%**	**N**	**16.47%**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**51.29%**	**N**	**16.47%**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**77.17%**	**N**	**14.25%**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**26.86%**	**N**	**31.31%**	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**77.41%**	**N**	**13.76%**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**65.86%**	**N**	**9.60%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**87.37%**	**N**	**5.51%**	↓
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7240: HAAS HALL ACADEMY

2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
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Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	-19.74%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	55.52%	N	28.68%	↑

* I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	57.14%	N	1.31%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**0.00%**	**N**	**100.00%**	↓

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7242: PREMEIR HIGH SCHOOL OF SPRINGDALE

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**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%**	**81.92%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7301: BALD KNOB SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	95.45%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	5.56%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	↔
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	↔
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.71%	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.	11.78%	10.16%	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%	1.65%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7302: BEEBE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	78.05%	N	9.95%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	98.08%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	95.51%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	98.08%	Y	N/A	↑
Grade 08	95.00%	98.20%	93.62%	N	1.38%	↓
Grade HS	95.00%	98.32%	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	7.36%	9.14%	16.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	9.30%	Y	N/A	↑
Grade HS	3.99%	3.72%	4.88%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.41%	Y	N/A	↑
Grade 08	4.40%	6.95%	20.45%	Y	N/A	↑
Grade HS	2.96%	2.46%	11.83%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	50.00%	Y	N/A	↓
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↓
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	24.56%	Y	N/A	↓
Grade 08	41.10%	28.84%	35.09%	Y	N/A	↓
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	24.13%	Y	N/A	↓
Grade 08	36.07%	28.33%	41.67%	N	5.60%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.82%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	80.44%	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.	11.78%	10.16%	9.78%	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%	1.65%	0.95%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	--
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	92.68%	N	2.81%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	97.33%	N	2.67%	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.**	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**66.66%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**0.00%**	**0.00%**	**0.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7303: BRADFORD SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	66.67%	N	21.33%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	33.33%	N	23.33%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	20.00%	Y	N/A	↑
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	21.67%	Y	N/A	↑
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	86.14%	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.	11.78%	10.16%	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%	1.65%	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
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7304: WHITE CO. CENTRAL SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	85.71%	N	2.29%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	14.29%	N	4.29%	↓

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	20.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	20.00%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	26.58%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	30.68%	Y	N/A	↑
Grade 08	36.07%	28.33%	60.42%	N	24.35%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.24%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	83.76%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**N/A**	**N/A**	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7307: RIVERVIEW SCHOOL DISTRICT -WHITE

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	57.14%	N	30.86%	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	95.65%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↑
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	4.55%	Y	N/A	↑
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	10.00%	Y	N/A	↑
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.82%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	76.44%	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.	11.78%	10.16%	7.33%	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%	1.65%	0.52%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.77%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**16.67%**	**33.33%**	**33.33%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7309: PANGBURN SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	40.00%	N	48.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	60.00%	N	50.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	10.00%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	30.00%	Y	N/A	↑
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	28.46%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	16.15%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	81.97%	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.	11.78%	10.16%	10.66%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	92.88%	91.46%	N/A	N/A	N/A	▬
School Age (k-12) Rate	95.49%	95.58%	100.00%	Y	N/A	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	100.00%	Y	N/A	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**0.00%**	**N**	**13.66%**	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**50.00%**	**N**	**1.19%**	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**75.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7310: ROSE BUD SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	72.73%	N	15.27%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	27.27%	N	17.27%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	16.67%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	33.33%	Y	N/A	↑
Grade 08	4.40%	6.95%	16.67%	Y	N/A	↑
Grade HS	2.96%	2.46%	8.33%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	0.00%	N	36.83%	↓
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	16.67%	Y	N/A	↑
Grade 08	36.07%	28.33%	48.04%	N	11.97%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.14%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	87.60%	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.	11.78%	10.16%	5.79%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	▬
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**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
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.09%**	**Y**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**11.11%**	**44.44%**	**66.66%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7311: SEARCY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	75.00%	N	13.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	25.00%	N	15.00%	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↑
Grade HS	95.00%	97.62%	98.88%	Y	N/A	↓
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	94.29%	N	0.71%	↓
Grade HS	95.00%	98.32%	98.97%	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	7.36%	9.14%	8.33%	Y	N/A	↑
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	1.23%	N	2.76%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	12.50%	N	2.74%	↓
Grade 08	4.40%	6.95%	6.06%	Y	N/A	↑
Grade HS	2.96%	2.46%	1.12%	N	1.84%	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	100.00%	Y	N/A	↑
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	0.00%	N	21.77%	↔
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	31.74%	Y	N/A	↓
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	40.07%	N	4.72%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	46.34%	N	14.04%	↓
Grade 08	36.07%	28.33%	35.06%	Y	N/A	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.43%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	67.93%	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.	11.78%	10.16%	12.64%	N	2.48%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.65%	3.32%	N	2.32%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**91.67%**	**N**	**3.82%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**12.50%**	**50.00%**	**56.25%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7320: WILBUR D. MILLS EDUCATION SERVICE COOPERATIVE 2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	N/A	N/A	N/A	--
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	N/A	N/A	N/A	--
Grade 08	95.00%	98.08%	N/A	N/A	N/A	--
Grade HS	95.00%	97.62%	N/A	N/A	N/A	--
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	N/A	N/A	N/A	--
Grade 08	95.00%	98.20%	N/A	N/A	N/A	--
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	N/A	N/A	N/A	--
Grade 08	5.27%	3.20%	N/A	N/A	N/A	--
Grade HS	3.99%	3.72%	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	15.24%	11.58%	N/A	N/A	N/A	--
Grade 08	4.40%	6.95%	N/A	N/A	N/A	--
Grade HS	2.96%	2.46%	N/A	N/A	N/A	--

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	N/A	N/A	N/A	--
Grade 08	41.10%	28.84%	N/A	N/A	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	N/A	N/A	N/A	--
Grade 08	36.07%	28.33%	N/A	N/A	N/A	--
Grade HS	26.84%	14.96%	N/A	N/A	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**		**NA**	**N/A**	

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**NA**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	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%	1.65%	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.	23.53%	23.11%	21.61%	N	1.50%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	18.29%	28.12%	23.27%	N	-4.85%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**95.29%**	**Y**	**N/A**	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**68.38%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**98.05%**	**Y**	**N/A**	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**29.91%**	**N**	**28.26%**	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**96.62%**	**Y**	**N/A**	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**70.73%**	**N**	**4.73%**	↓

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**100.00%**	**Y**	**N/A**	↑
School Age (k-12) Rate	**95.49%**	**95.58%**	**N/A**	**N/A**	**N/A**	▬

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that 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**	▬

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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that 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**	▬

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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	100.00%	Y	N/A	↔
School Age (k-12) Rate	100.00%	98.93%	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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2024	**N/A**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
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	▬

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7401: AUGUSTA SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	79.25%	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.	11.78%	10.16%	11.32%	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%	1.65%	7.55%	N	6.55%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**None Returned**	**N/A**	**N/A**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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 Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↑
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2022	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**0.00%**	**100.00%**	**100.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7403: MCCRORY SCHOOL DISTRICT

2023 - 24 Annual Performance Report

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Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↓
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	0.00%	N	20.52%	↔
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	0.00%	N	27.25%	↔

STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate*	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	45.24%	N	11.50%	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	54.76%	N	22.46%	↑
Grade 08	36.07%	28.33%	41.18%	N	5.11%	↑
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	77.00%	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.	11.78%	10.16%	3.00%	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%	1.65%	4.00%	N	3.00%	↑

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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**>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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	**100.00%**	**99.80%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**100.00%**	**98.93%**	**100.00%**	**Y**	**N/A**	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%**	**81.92%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Secondary Transition Rate
2024	**See current data above.**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**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
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7503: DANVILLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	90.00%	Y	N/A	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	33.33%	Y	N/A	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↓
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	44.44%	Y	N/A	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	15.87%	Y	N/A	↑
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	41.03%	N	5.68%	↓
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math						
Grade 04	32.30%	26.40%	4.76%	Y	N/A	↓
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**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/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	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.	11.78%	10.16%	7.64%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**96.23%**	**Y**	**N/A**	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2023	**20.00%**	**60.00%**	**60.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7504: DARDANELLE SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	8.82%	Y	N/A	↓
Grade 08	5.27%	3.20%	3.70%	N	1.57%	↓
Grade HS	3.99%	3.72%	5.66%	Y	N/A	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	17.65%	Y	N/A	↑
Grade 08	4.40%	6.95%	11.11%	Y	N/A	↑
Grade HS	2.96%	2.46%	3.51%	Y	N/A	↑

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	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	32.30%	26.40%	26.14%	Y	N/A	↓
Grade 08	36.07%	28.33%	37.41%	N	1.34%	↓
Grade HS	26.84%	14.96%	X	N	N/A	--

* I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**-0.10%**	**Y**	**N/A**	↓

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	46.67%	N	11.78%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	11.78%	10.16%	11.03%	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%	1.65%	0.26%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**92.98%**	**N**	**2.51%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2022	**0.00%**	**56.00%**	**64.00%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7509: WESTERN YELL CO. SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	80.00%	N	8.00%	↓
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	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
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↔
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↔
Grade 08	95.00%	98.20%	100.00%	Y	N/A	↔
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↓
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↔
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	0.00%	N	15.24%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	N/A	N/A	N/A	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	N/A	N/A	N/A	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.00%**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate 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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	⟷

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	87.10%	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.	11.78%	10.16%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**100.00%**	**Y**	**N/A**	⟷

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2021	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change

Post-School Outcomes

Indicator 14: Post-School Outcomes
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**33.33%**	**Y**	**N/A**	↑
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**66.67%**	**Y**	**N/A**	↑
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**100.00%**	**Y**	**N/A**	↑

Most Recent Year	Outcome A	Outcome B	Outcome C
2024	**See current data above.**		

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

7510: TWO RIVERS SCHOOL DISTRICT

2023 - 24 Annual Performance Report

Some data used in the report are a year in arear due to availability and/or an additional requirement to review policies, procedures, and practices.

Indicators may not be applicable to all LEAs due to the structure of the special education program, the grade levels served, or the data does not meet the measurement criteria. Examples for an Indicator being not applicable may include:

Indicator 1: Graduation may be not applicable if an LEA does not have a high school (Charter School or Educational Cooperative who only serves early childhood special education) or the special education exiting data had zero graduates of any type (regular/certificate/alternate pathway).
Indicator 2: Dropout may be not applicable if an LEA does not have students ages 14-21 or have no students who meet the measurement criteria.
Indicator 3: Assessment may not be applicable if the LEA does not have students with IEPs in grades 4, 8 or high school (9-12). For example, some Charter Schools, the educational cooperative who only serves early childhood special education, or state agencies outside the education system). Further, if an LEA has zero students taking the alternate assessment in specific grades, Indicator 3C would be not applicable. Indicator 3D is not applicable for early childhood and outside state agencies.
Indicator 4: Suspension and Expulsion (Discipline) may be not applicable if the LEA does not meet the measurement criteria.
Indicator 5: Educational Environments (5-21 school age) may be not applicable if the LEA only serves preschool children or is a specialized setting such as corrections.
Indicator 6: Preschool Environments may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 7: Preschool Outcomes may be not applicable if the LEA does not operate an early childhood special education program.
Indicator 8: Parent Involvement may be because an LEA does not operate an early childhood or school age program. Arkansas has two separate surveys one for early childhood and one for school age programs.
Indicator 9: Disproportionate Representation may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 10: Disproportionate Representation in Specific Disability Categories may be not applicable because they are an early childhood program or they do not meet the measurement criteria.
Indicator 11: Child Find may be not applicable if the LEA had zero new initial referrals.
Indicator 12: Early Childhood Transition may be not applicable if the LEA does not operate an early childhood special education program or the early childhood program had zero Part C to Part B referrals.
Indicator 13: Secondary Transition may be not applicable for a given year because the LEA operates an early childhood program only or the LEA was not monitored in the year being reported.
Indicator 14: Post-School Outcomes may be not applicable for a given year because the LEA operates an early childhood program only, the LEA was not part of the sampling for the year being reported, or zero student information was found through the data collection processes.
Timely and Accurate Reporting would be not applicable if the LEA does not operate an early childhood or school age program.

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2022/2023 School Year)	88%	89.95%	100.00%	Y	N/A	↔
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2022/2023 School Year)	10.00%	7.72%	0.00%	Y	N/A	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy						
Grade 04	95.00%	99.35%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.08%	100.00%	Y	N/A	↔
Grade HS	95.00%	97.62%	100.00%	Y	N/A	↑
Indicator 03-A: Assessment - Participation rate for children with IEPs: Math						
Grade 04	95.00%	99.40%	100.00%	Y	N/A	↑
Grade 08	95.00%	98.20%	92.31%	N	2.69%	↓
Grade HS	95.00%	98.32%	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
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	7.36%	9.14%	0.00%	N	7.36%	↔
Grade 08	5.27%	3.20%	0.00%	N	5.27%	↔
Grade HS	3.99%	3.72%	0.00%	N	3.99%	↓
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	15.24%	11.58%	5.26%	N	9.98%	↓
Grade 08	4.40%	6.95%	0.00%	N	4.40%	↔
Grade HS	2.96%	2.46%	0.00%	N	2.96%	↔

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

STATEWIDE 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	36.83%	39.44%	N/A	N/A	N/A	--
Grade 08	22.05%	21.50%	0.00%	N	22.05%	--
Grade HS	20.52%	8.60%	N/A	N/A	N/A	--
Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math						
Grade 04	21.77%	14.08%	N/A	N/A	N/A	--
Grade 08	24.82%	11.29%	0.00%	N	24.82%	--
Grade HS	27.25%	19.93%	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
Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy						
Grade 04	33.74%	26.87%	X	N	N/A	--
Grade 08	41.10%	28.84%	X	N	N/A	--
Grade HS	35.35%	28.24%	X	N	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	32.30%	26.40%	X	N	N/A	--
Grade 08	36.07%	28.33%	X	N	N/A	--
Grade HS	26.84%	14.96%	X	N	N/A	--

*** I-3D: An "X" under LEA Rate indicates the overall LEA Rate is lower than the target and a valid difference could not be calculated; thus, resulting in a target met of "N"**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

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
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2022/2023 school year)	**28.90%**	**32.26%**	**0.42%**	**Y**	**N/A**	↑

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/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. (3) Any LEA with a rate difference greater than 1.36 percentage points and target met equals "Y" indicates there were fewer than 5 students in the calculation; therefore the LEA was not required to complete a self-assessment.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2022/2023 school year)	**0.00%**	**0.00%**	**<=4.00**	**Y**	**N/A**	↔

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	**N**	Were Inappropriate Policies, Procedures, and Practices Identified by the State	**N/A**

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices. (3) Any LEA with a rate difference greater than 4.00 percentage points and target met equals "Y" indicates the LEA did not meet the minimum criteria for the calculation; therefore, the LEA was not required to complete a self-assessment.

LEAST RESTRICTIVE 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.	58.45%	71.32%	74.01%	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.	11.78%	10.16%	7.91%	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%	1.65%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

LEAST 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.	23.53%	23.11%	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.	18.29%	28.12%	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..	0.96%	0.15%	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
Indicator 7: Early Childhood Outcomes **There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behvaiors.** **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited						
Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	**90.60%**	**88.27%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	**67.76%**	**62.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	**91.42%**	**87.94%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	**58.17%**	**46.60%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	**91.17%**	**89.18%**	**N/A**	**N/A**	**N/A**	**--**
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	**75.46%**	**68.52%**	**N/A**	**N/A**	**N/A**	**--**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 8: Parent Involvement **Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.**						
Early Childhood (3-5) Rate	**92.88%**	**91.46%**	**N/A**	**N/A**	**N/A**	▬
School Age (k-12) Rate	**95.49%**	**95.58%**	**82.14%**	**N**	**13.35%**	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 9: Disproportionality - Eligibility **Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
Indicator 10: Disproportionality - Child with a Disabiilty **Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).**						
	0.00%	0.00%	**<=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
CHILD FIND: TIMELY EVALUATION						
Indicator 11: Child Find **Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.**						
Early Childhood (3-5) Rate	100.00%	99.80%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100.00%	98.93%	100.00%	Y	N/A	↔
TRANSITION						
Indicator 12: Early Childhood Transition **Percent of children referred by Part C prior to age 3, who are found eligible for 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%	81.92%	N/A	N/A	N/A	▬

Most Recent Year	Secondary Transition Rate
2023	**100.00%**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Post-School Outcomes						
Indicator 14: Post-School Outcomes **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. Enrolled in higher education within one year of leaving high school.** **B. Enrolled in higher education or competitively employed within one year of leaving high school.** **C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**						
A. Enrolled in higher education within one year of leaving high school.	**13.66%**	**18.61%**	**N/A**	**N/A**	**N/A**	▬
B. Enrolled in higher education or competitively employed within one year of leaving high school.	**51.19%**	**63.59%**	**N/A**	**N/A**	**N/A**	▬
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	**61.54%**	**83.01%**	**N/A**	**N/A**	**N/A**	▬

Most Recent Year	Outcome A	Outcome B	Outcome C
2021	**21.05%**	**57.89%**	**57.89%**

Indicator Met: Met Not Met **Year to Year LEA Change:** Progress Slippage No Change Not Applicable

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						
State Indicator: Timely and Accurate Data.						
Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	▬
School Age (k-12) Rate	100%	100%	100%	Y	N/A	⟷

2023-24 (4A)
Differences in the data year used for child count resulted in a slight adjustment to the number of LEAs meeting minimum cell size requirements. These updates led to a minor change in the reported 4A percentage.

2023-24 (4B)
Updates to the data sources used for the analysis resulted in adjustments to the number of LEAs identified with significant discrepancy, without affecting the overall 4B percentage reported.

If there is no data generated from a district for a given indicator, there will be no data reported. Therefore, some indicators (like 14) may appear blank for a district, even if there are graduates in the specified year, because no graduates responded to the survey, and therefore no data was reported for that district.