

# What is the Story of the State Data

- In 2006-07, State met the target on indicators:
  - 3b Participation Rate Reading and Math
  - 4a Suspension/Expulsion Rate
  - 5b LRE Separate Classroom Rate
  - 8 Parent Involvement Rate
  - 9 Disprop. Rep R/E
  - 12 Preschool Transition Rate

# What is the Story of the State Data

- In 2006-07, State did not meet the target on indicators:

1 Graduation Rate

2 Drop-Out Rate

3a AYP Reading/Math

3c Proficiency Rate Reading/Math

5a LRE Regular Classroom

5b LRE Separate Classroom

5c LRE Separate Settings

10 Disprop Rep. R/E Disability

11 Timely Evaluation Rate

13 High School Transition Rate

# What is the Story of the State Data

- From Baseline to 2006-07, State improved on these indicators:

1 Graduation Rate

3a AYP Reading

3c Participation Rate Reading/Math

3c Proficiency Rate Reading/Math

5a LRE Regular Classroom

5b LRE Separate Classroom

8 Parent Involvement

10 Disprop Rep. R/E Disability

12 Preschool Transition Rate

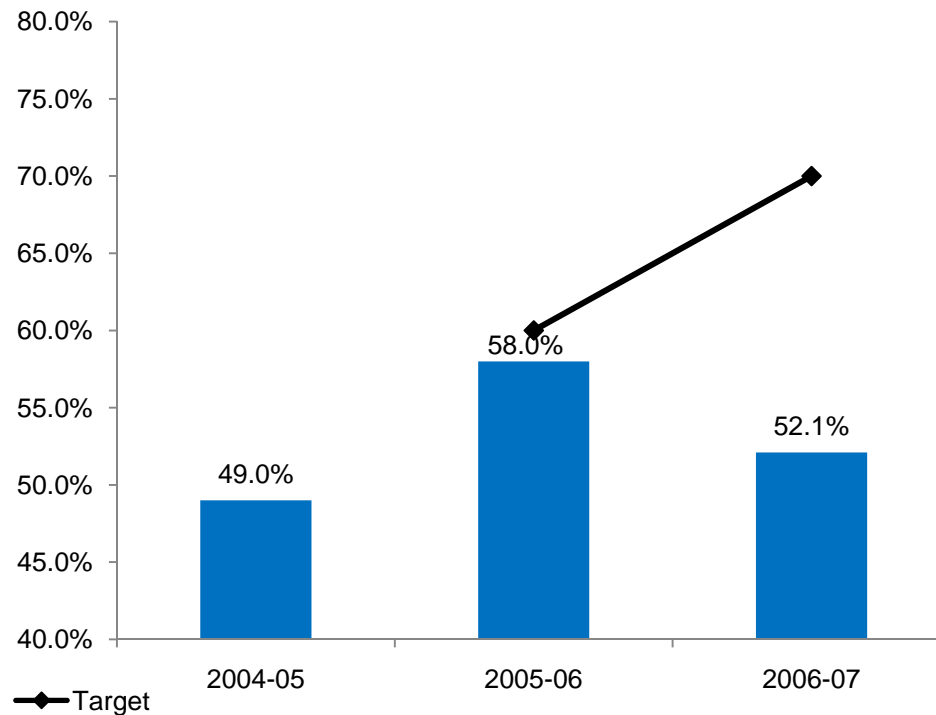
13 High School Transition Rate

# What is the Story of the State Data

- From Baseline to 2006-07, State regressed on indicators:
  - 2 Drop-out Rate
  - 3a AYP Math
  - 5c LRE Separate Settings
  - 11 Timely Evaluations

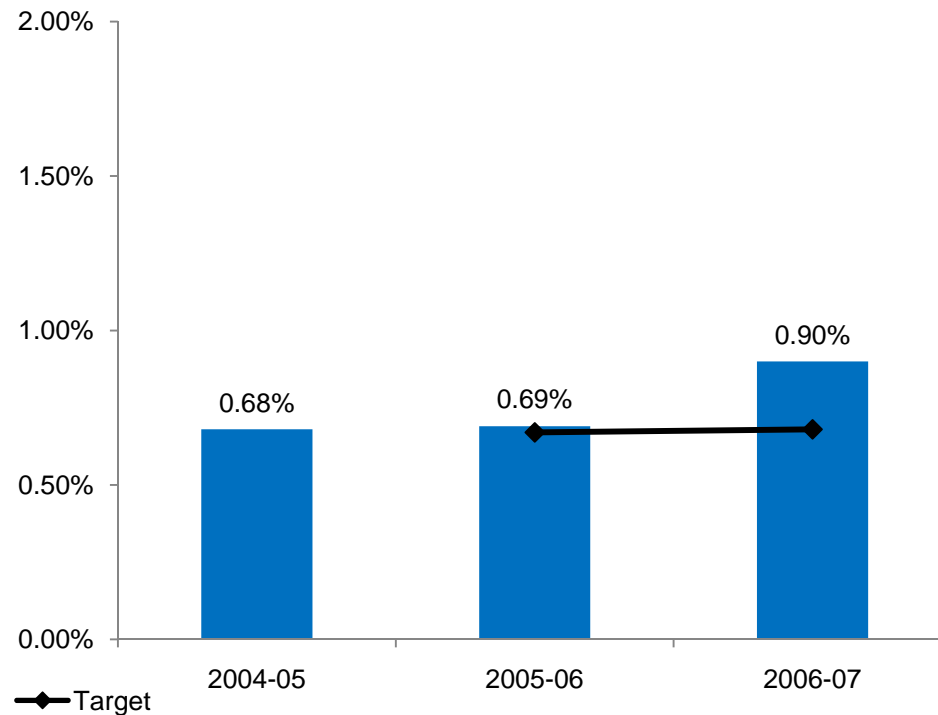
# 1: Graduation Rate

Percent of youth with IEPs who graduate – State Results



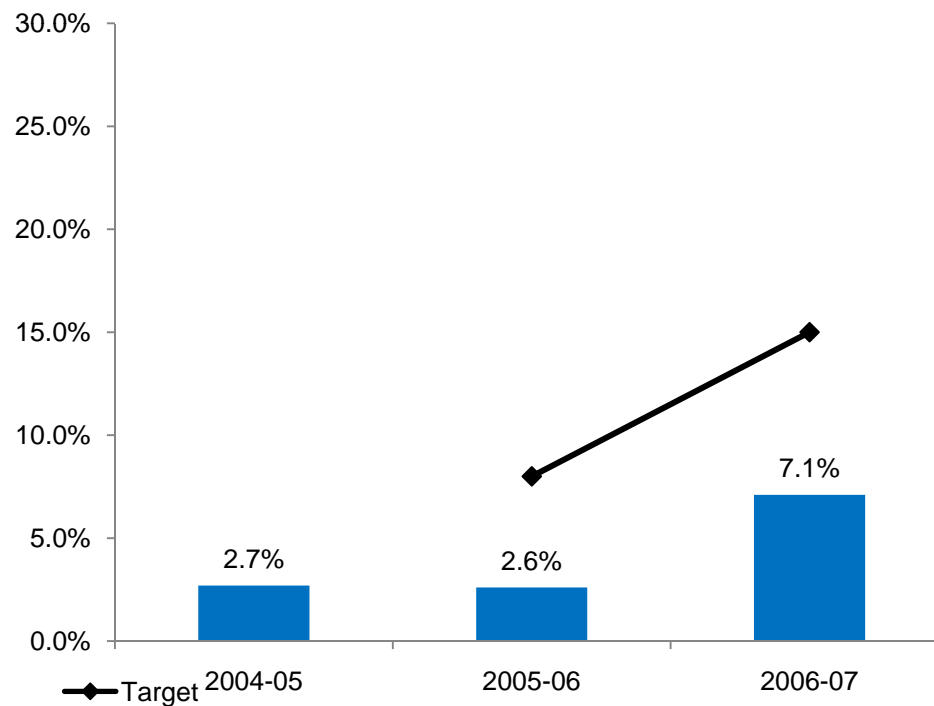
## 2: Dropout Rate

Percent of youth with IEPs who drop-out – State Results



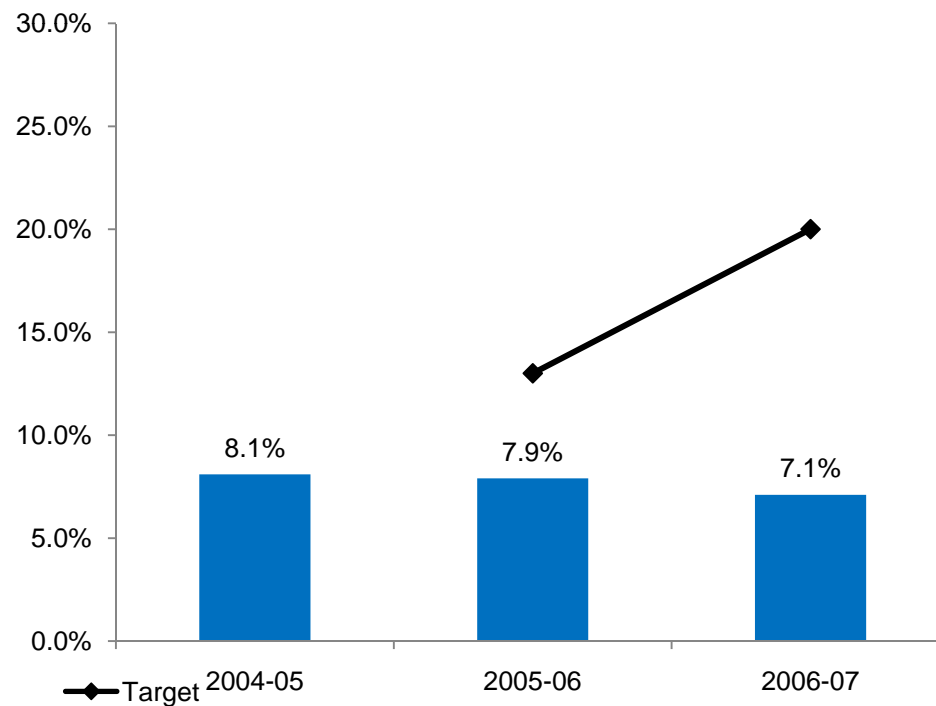
## 3a: AYP - Reading

Percent of PEAs that meet AYP for disability subgroup – State Results



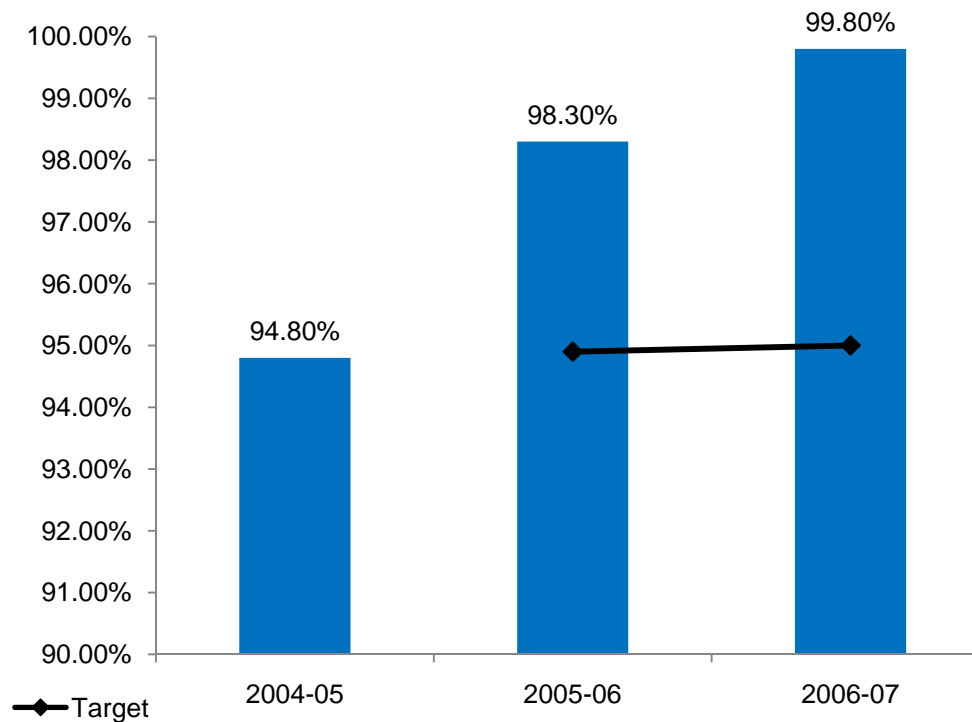
## 3a: AYP - Math

Percent of PEAs that meet AYP for disability subgroup – State Results



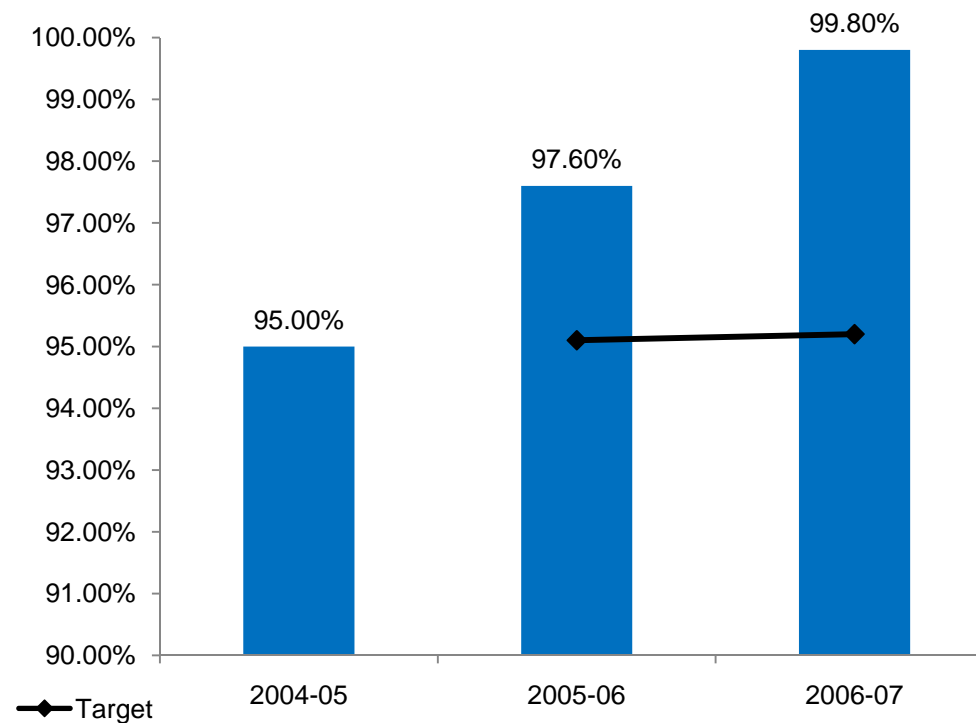
## 3b: Participation Rate - Reading

Percent of students with disabilities participating in AIMS or AIMS-A reading and math assessment – State Results



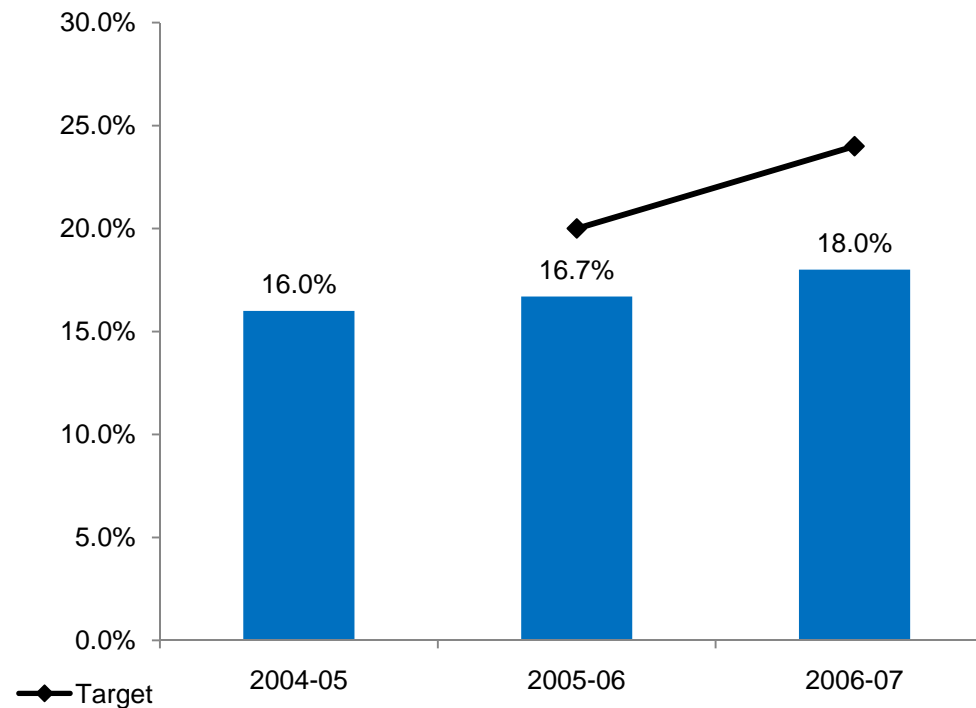
## 3b: Participation Rate - Math

Percent of students with disabilities participating in AIMS or AIMS-A reading and math assessment – State Results



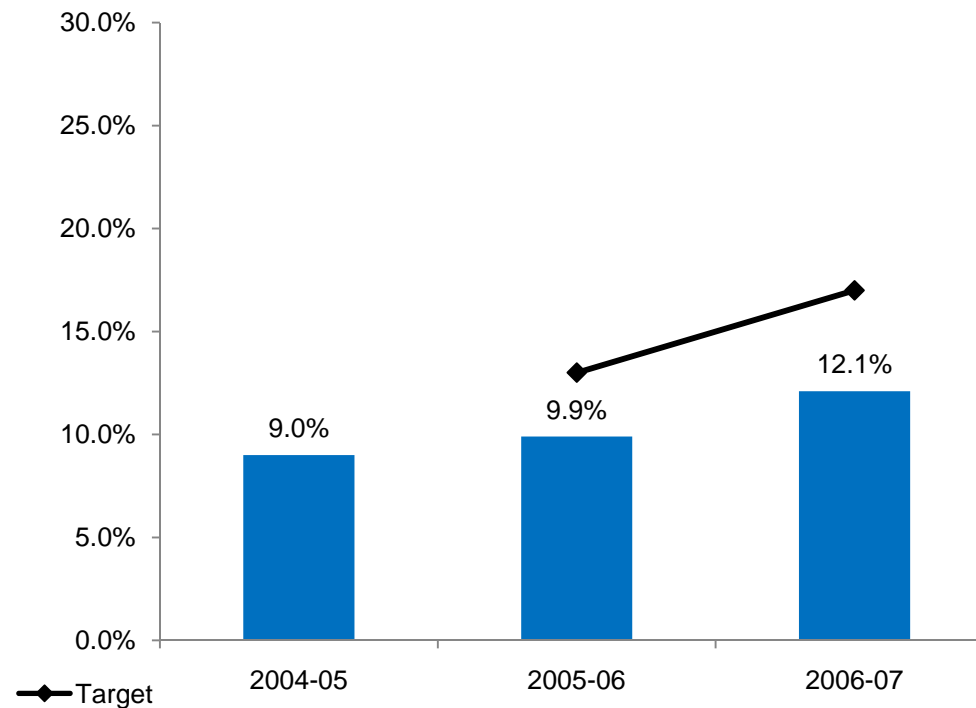
## 3c: Proficiency Rate - Reading

Percent of students with disabilities meeting or exceeding the standard in reading and math through AIMS or AIMS-A– State Results



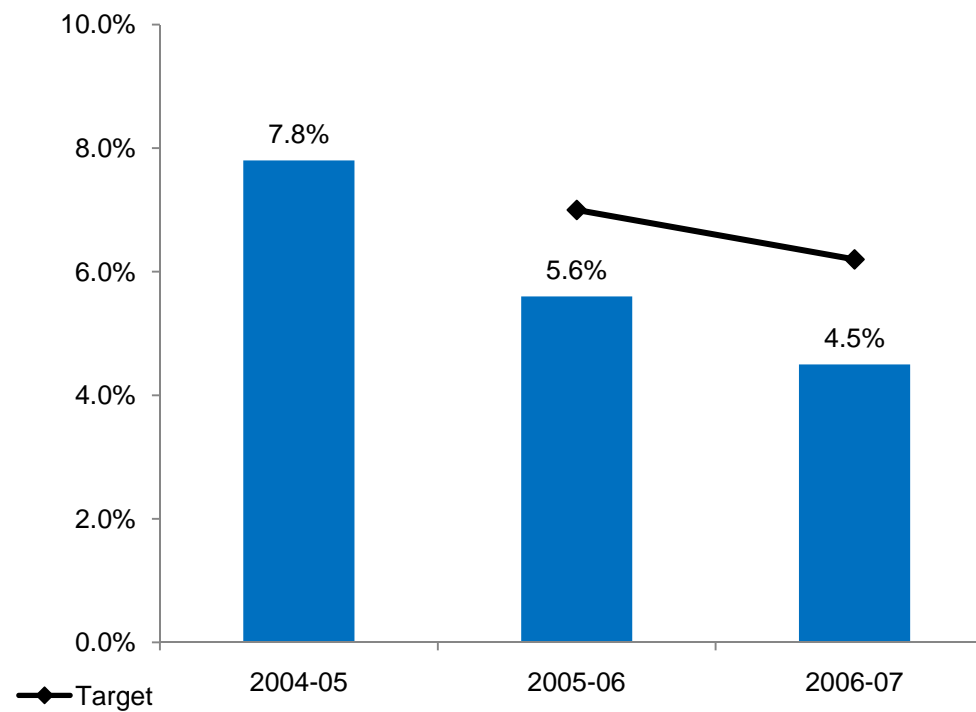
## 3c: Proficiency Rate - Math

Percent of students with disabilities meeting or exceeding the standard in reading and math through AIMS or AIMS-A– State Results



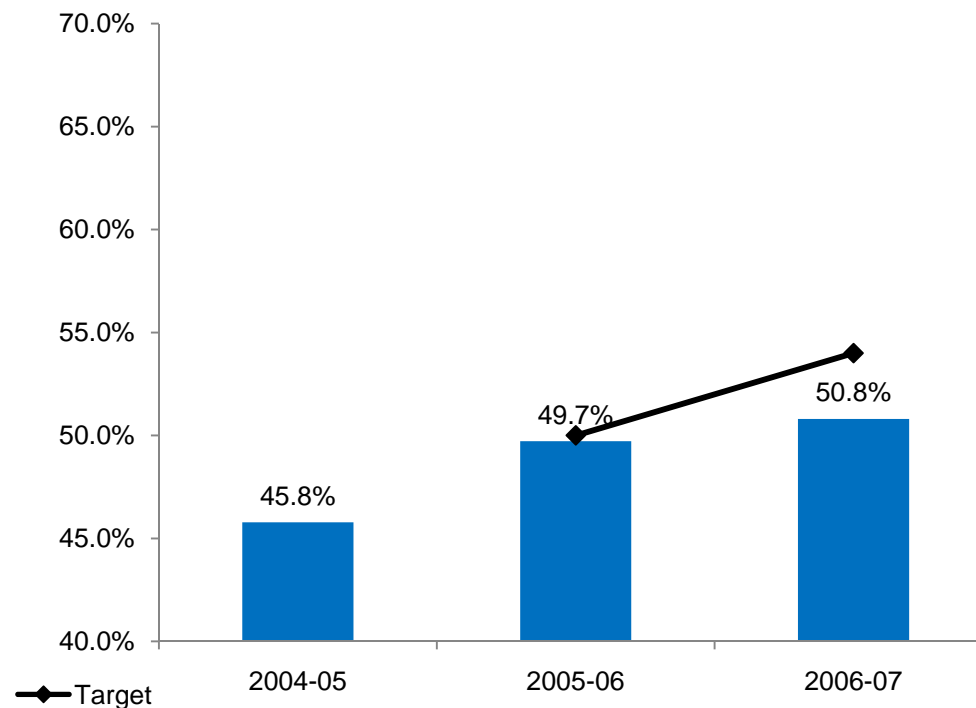
# 4a: Suspension and Expulsion Rate

Percent of PEAs having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year – State Results



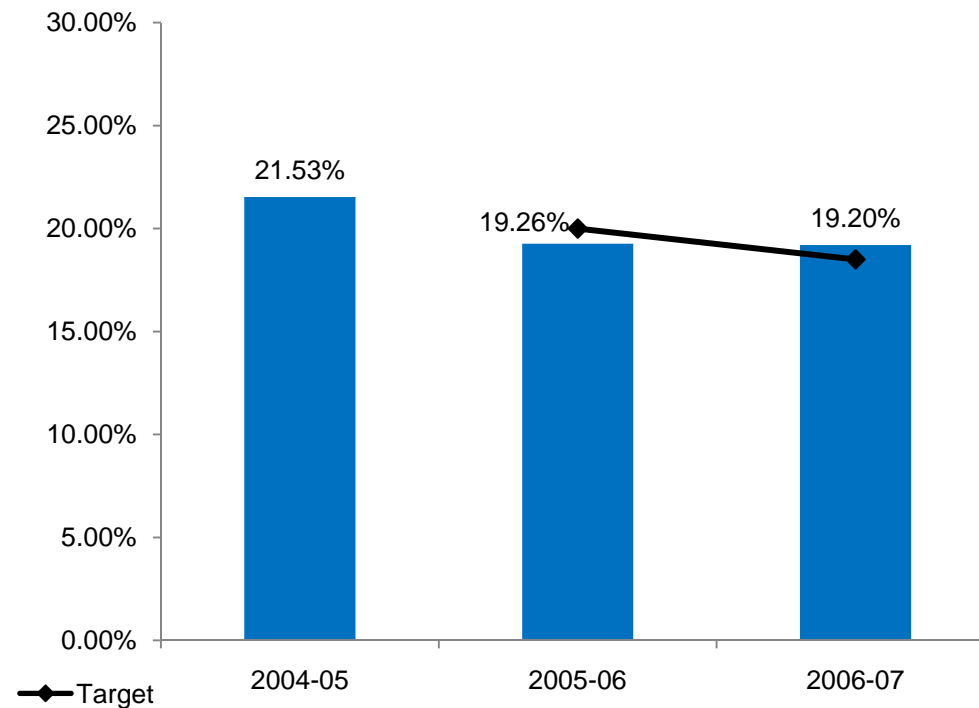
# 5a: School-Aged Placements: Regular Classroom Rate

Percent of students with disabilities removed from regular class less than 21% of the day— State Results



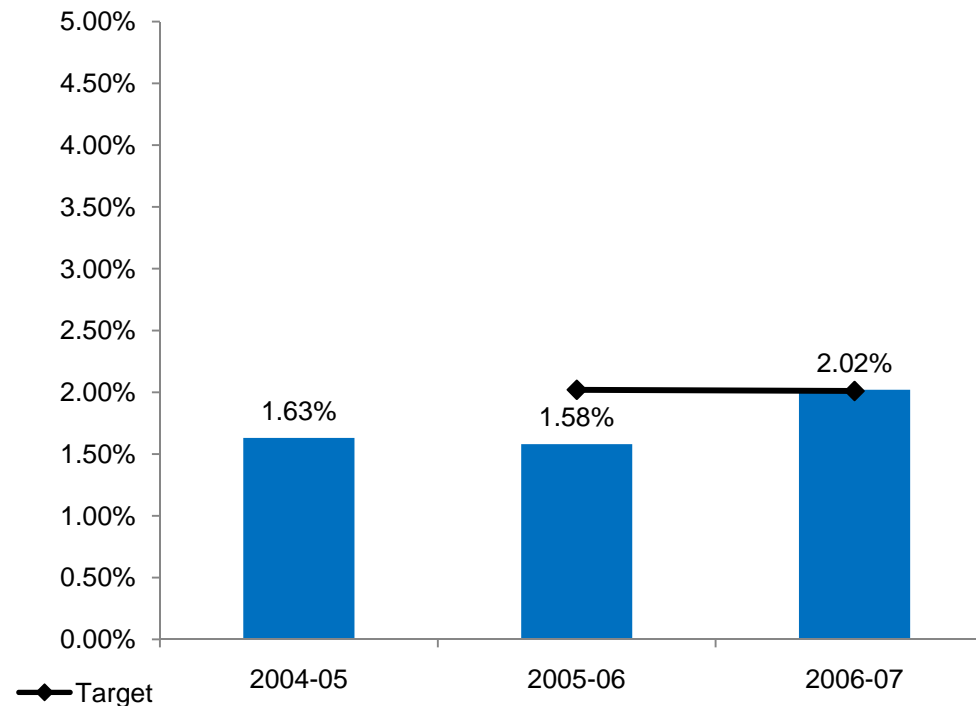
## 5b: School-Aged Placements: Separate Classroom Rate

Percent of students with disabilities removed from regular class greater than 60% of the day – State Results



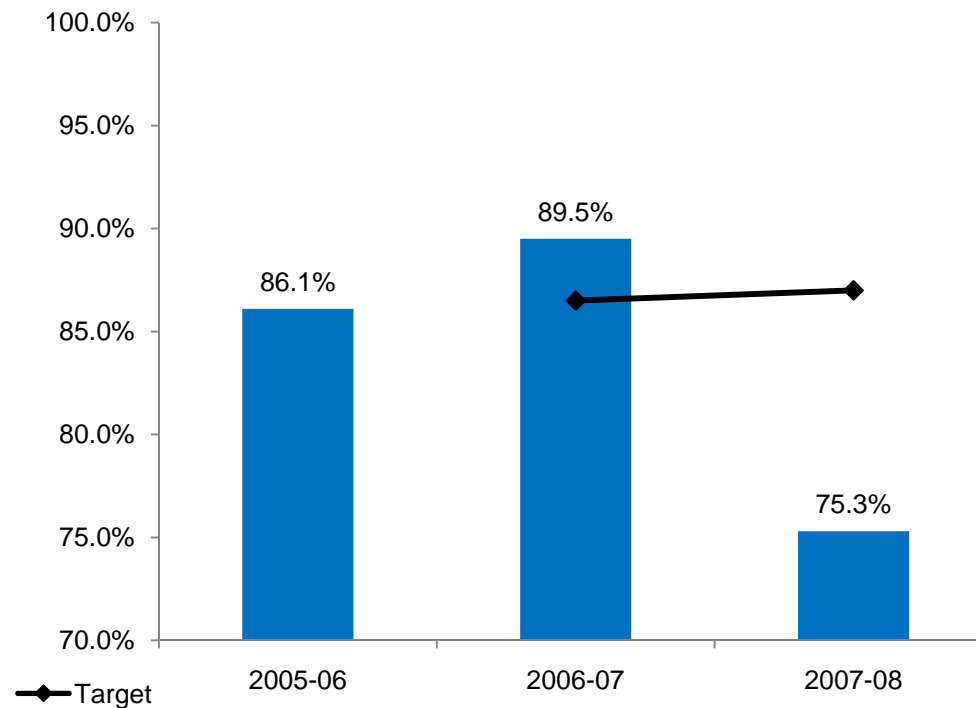
# 5c: School-Aged Placements: Separate Settings Rate

Percent of students with disabilities served in separate facilities – State  
Results



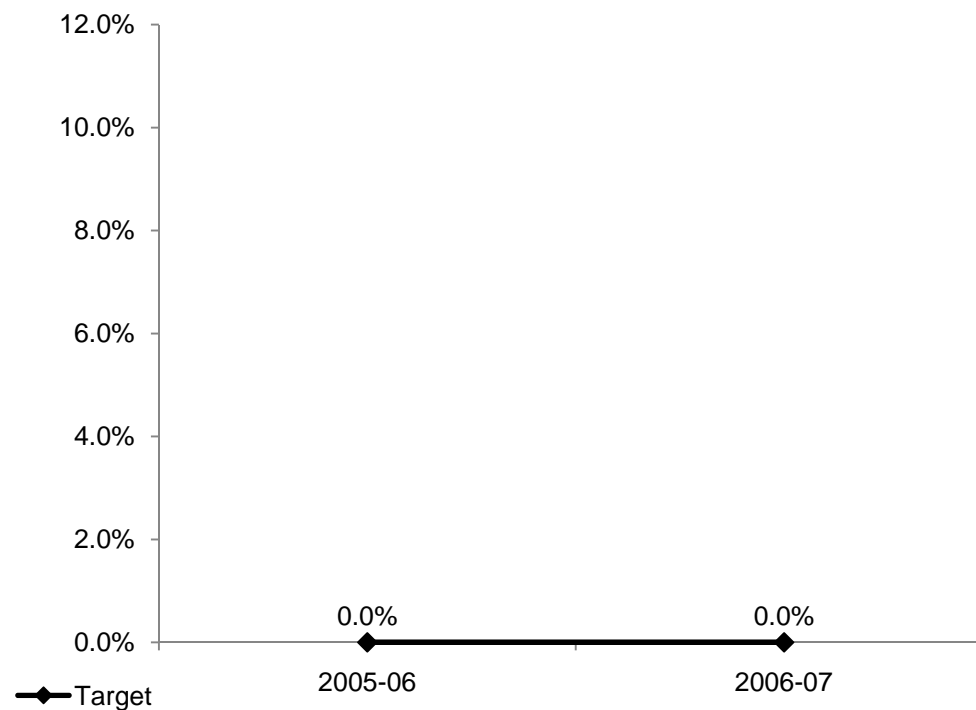
## 8: Parental Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement – State Results



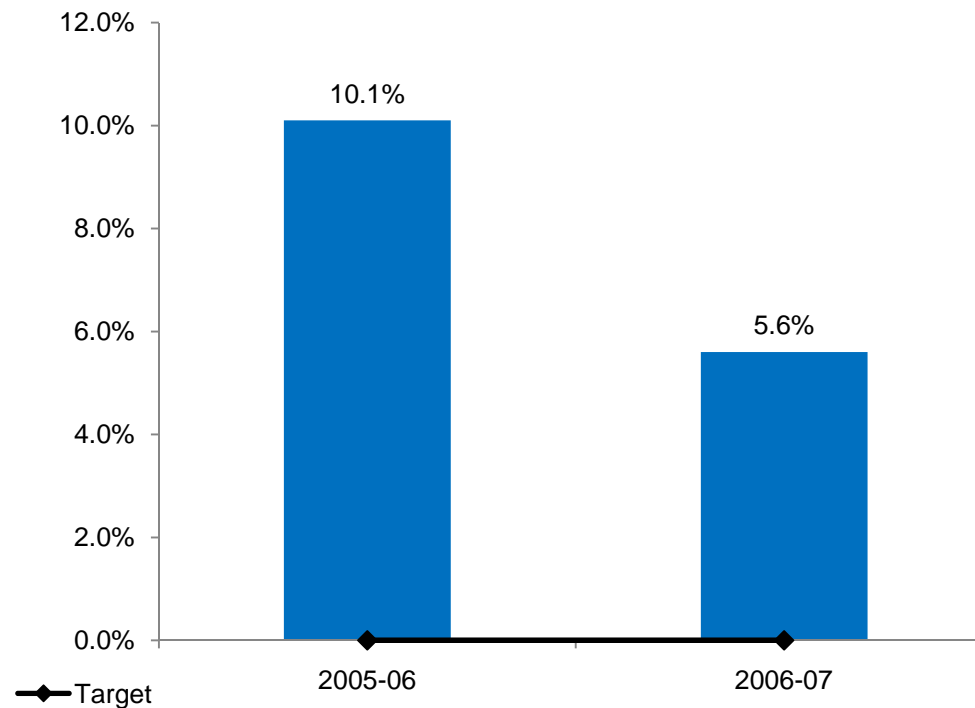
# 9: Racial/Ethnic Disproportionate Representation

Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification – State Results



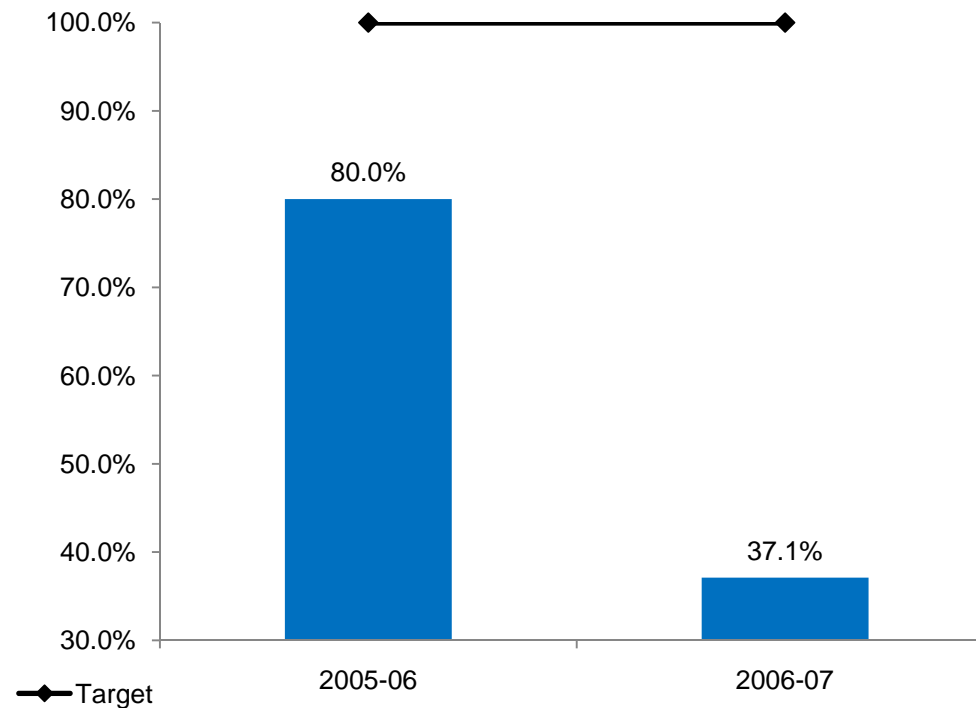
# 10: Racial/Ethnic Disproportionate Representation by Disability

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification – State Results



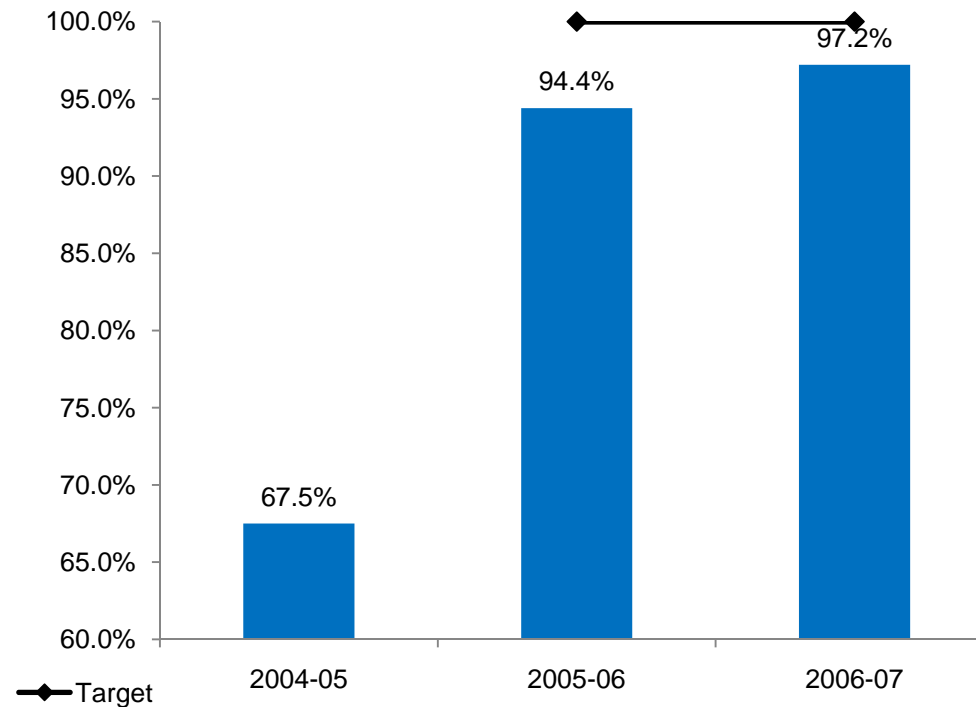
# 11: Timely Evaluation Rate

Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days – State Results



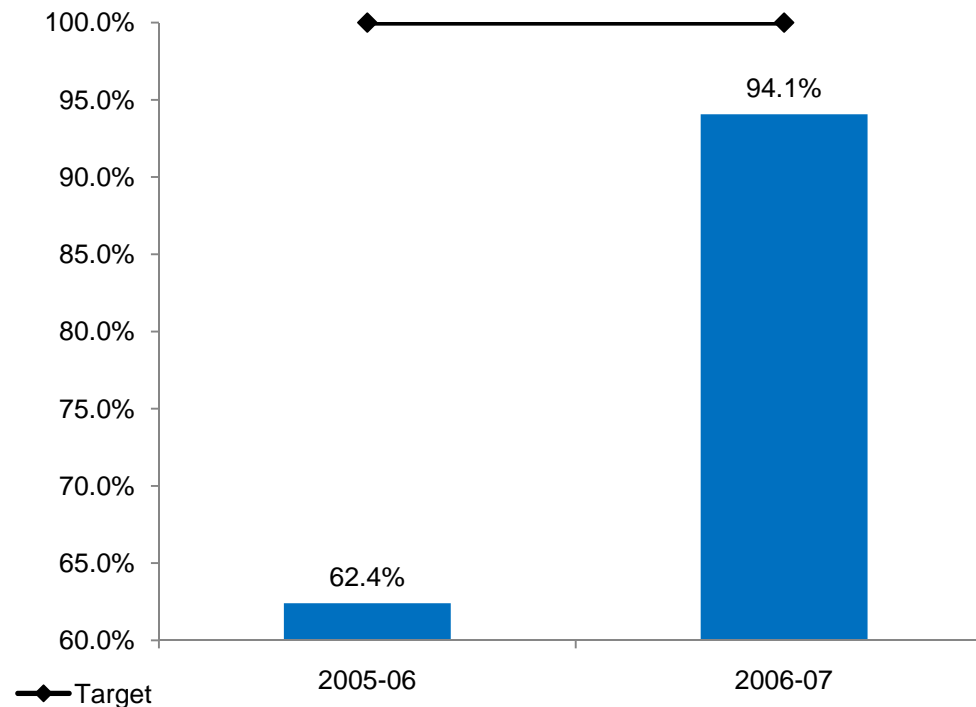
# 12: Preschool Transition Rate

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



# 13: High School Transition Rate

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals – State Result



# 14: Post-Secondary Outcomes

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school – State Results

