

# **Local Annual Performance Report**

**School Year 2019-2020**

**SU046 Windham Central SU**

**Data Administration and Reporting Team**

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## Local Annual Performance Report School Year 2019-2020

A description of how data were calculated for each indicator can be found by clicking on the name of the indicator.

Data Notes:

NA: Not applicable to this Supervisory Union or No data

\*\*\*: Suppressed due to counts <5

OSEP: U.S. Department of Education's Office of Special Education Programs

Indicator 1: [Graduation Rate](#) – Performance Indicator

Data Source: DC#06 and DC#04

Note: Per OSEP instructions, this data is from 2018-2019 school year.

|   | SU Data | State Actual | SU & State Target | SU Target Met? |
|---|---------|--------------|-------------------|----------------|
| Percent of youth with IEPs graduating from high school with a regular diploma. Calculated as 4 year, 5 year and 6 year cohorts. Reported data is 6 year cohort. | 100.00% | 82.91%       | ≥ 86.00%          | Yes            |

Indicator 2: [Drop-Out Rate](#) – Performance Indicator

Data Source: Child Count and Child Count Exiting Collections

Note: Per OSEP instructions, this data is from 2018-2019 school year.

|  | SU Data | State Actual | SU & State Target | SU Target Met? |
|--|---------|--------------|-------------------|----------------|
| Percent of youth with IEPs dropping out of high school | 6.06%   | 3.35%        | ≤ 3.20%           | No             |

Indicator 3 \* : [Assessment](#) – Performance Indicator

Data Source: Assessment data and DC#04

|   | SU Data | State Actual* | SU & State Target | SU Target Met? |
|---|---------|---------------|-------------------|----------------|
| A. Reserved.  | NA      | NA            | NA                | NA             |
| B. Participation rate for children with IEPs for Reading assessments    | NA      | NA            | ≥ 99.25%          | NA             |
| B. Participation rate for children with IEPs for Math assessments       | NA      | NA            | ≥ 99.25%          | NA             |
| C. Proficiency percentage for children with IEPs on Reading assessments | NA      | NA            | ≥ 12.25%          | NA             |
| C. Proficiency percentage for children with IEPs on Math assessments    | NA      | NA            | ≥ 7.35%           | NA             |

\*: Due to the state of emergency as directed by the governor, on March 21, 2020, Vermont has received a waiver of the assessments, accountability and school identification, and reporting requirements due to COVID-19.

Indicator 4A: [Suspension/Expulsion](#) – Performance Indicator

Data Source: DC#04

Note: Per OSEP instructions, this data is from 2018-2019 school year.

|  | SU Data | State Actual | SU Target | SU Target Met? |
|--|---------|--------------|-----------|----------------|
| Was the district identified by the State as having a significant discrepancy in the rate of out-of-school suspension/expulsions of children with disabilities for greater than 10 days in a school year? | No      | 0.00%        | No        | Yes            |

Indicator 4B: [Suspension/Expulsion by race or ethnicity](#) – Compliance Indicator

Data Source: DC#04

Note: Per OSEP instructions, this data is from 2018-2019 school year.

|  | SU Data | State Actual | SU Target | SU Target Met? |
|--|---------|--------------|-----------|----------------|
| Was the district identified by the State as having a significant discrepancy, by race or ethnicity, in the rate of out-of-school suspension/expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements? | No      | 0.00%        | No        | Yes            |

Indicator 5: [School Age LRE](#) – Performance Indicator

Data Source: Child Count

| Percent of children with IEPs aged 6 through 21 served:   | SU Data | State Actual | SU & State Target | SU Target Met? |
|---|---------|--------------|-------------------|----------------|
| A. Inside the regular class 80% or more of the day (SU data must be equal or greater than State Target).                                | 86.84%  | 78.87%       | ≥ 79.00%          | Yes            |
| B. Inside the regular class less than 40% of the day (SU data must be less than or equal to State Target).                              | 5.26%   | 4.48%        | ≤ 7.00%           | Yes            |
| C. In separate schools, residential facilities or homebound / hospital placements (SU data must be less than or equal to State Target). | 7.89%   | 6.49%        | ≤ 3.75%           | No             |

Indicator 6: [Early Childhood Age LRE](#) – Performance Indicator

Data Source: Child Count

| Percent of children with IEPs aged 3 through 5 served in:   | SU Data | State Actual | SU & State Target | SU Target Met? |
|---|---------|--------------|-------------------|----------------|
| A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. | 75.00%  | 71.95%       | ≥ 71.78%          | Yes            |
| B. Separate special education class, separate school or residential facility.   | 0.00%   | 0.38%        | ≤ 6.19%           | Yes            |

Indicator 7: [Early Childhood Outcomes](#) – Performance Indicator

Data Source: Child Count and Child Count Exiting Collections

| Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:  | SU Data | State Actual | SU & State Target | SU Target Met? |
|---|---------|--------------|-------------------|----------------|
| <b>Outcome A. Improved positive social-emotional skills (including social relationships)</b>  |         |              |                   |                |
| 1. Of those preschool children who entered or exited their program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program. | ***     | 78.34%       | ≥ 87.13%          | ***            |
| 2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.   | ***     | 48.04%       | ≥ 41.41%          | ***            |
| <b>Outcome B. Improved acquisition and use of knowledge and skills (including early language / communication and early literacy)</b>  |         |              |                   |                |
| 1. Of those preschool children who entered or exited their program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program. | ***     | 83.20%       | ≥ 87.80%          | ***            |
| 2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.   | ***     | 32.40%       | ≥ 32.99%          | ***            |
| <b>Outcome C. Improved use of appropriate behaviors to meet their needs</b>   |         |              |                   |                |
| 1. Of those preschool children who entered or exited their program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program. | ***     | 78.28%       | ≥ 86.50%          | ***            |
| 2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.   | ***     | 55.87%       | ≥ 55.21%          | ***            |

Indicator 8: [Parent Involvement](#) – Performance Indicator

Data Source: Parent Involvement Survey

|  | SU Data | State Actual | SU & State Target | SU Target Met? |
|--|---------|--------------|-------------------|----------------|
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. | 18.52%  | 34.94%       | ≥ 38.12%          | No             |

Indicator 9: [Disproportionality](#) – Compliance Indicator

Data Source: Child Count and DC#06

|  | SU Data | State Actual | SU & State Target | SU Met Target? |
|--|---------|--------------|-------------------|----------------|
| Has the SU been identified for disproportionate representation of race and ethnic groups in special education and related services that is the result of inappropriate identification? | No      | 0.00%        | No                | Yes            |

Indicator 10: [Disproportionality](#) – Compliance Indicator

Data Source: Child Count and DC#06

|   | SU Data | State Actual | SU & State Target | SU Met Target? |
|---|---------|--------------|-------------------|----------------|
| Has the SU been identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? | No      | 0.00%        | No                | Yes            |

Indicator 11: [Child Find](#) – Compliance Indicator

Data Source: Monitoring Cycle

|  | SU Data | State Actual | SU & State Target | SU Met Target? |
|--|---------|--------------|-------------------|----------------|
| Percent of children with parental consent for initial evaluation, who were evaluated within 60 days. | NA      | 97.12%       | 100.00%           | NA             |

Indicator 12: [Early Childhood Transition](#) – Compliance Indicator

Data Source: Monitoring Cycle

|   | SU Data | State Actual | SU & State Target | SU Met Target? |
|---|---------|--------------|-------------------|----------------|
| Percent of children referred by Part C prior to age 3, who are found eligible for Part B and who have IEP developed and implemented by their 3 <sup>rd</sup> birthdays. | NA      | 100.00%      | 100.00%           | NA             |

Indicator 13: [Post-Secondary Transition](#) – Compliance Indicator

Data Source: Monitoring Cycle

|   | SU Data | State Actual | SU & State Target | SU Met Target? |
|---|---------|--------------|-------------------|----------------|
| Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | NA      | 10.53%       | 100.00%           | NA             |

Indicator 14: [Post-School Outcomes](#) – Performance Indicator

Data Source: Post-Secondary Outcomes Survey

| Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:  | SU Data | State Actual | SU & State Target | SU Met Target? |
|---|---------|--------------|-------------------|----------------|
| A. Enrolled in higher education within one year of leaving high school.   | ***     | 23.31%       | ≥ 24.25%          | ***            |
| B. Enrolled in higher education or competitively employed within one year of leaving high school.   | ***     | 77.91%       | ≥ 56.50%          | ***            |
| C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. | ***     | 86.50%       | ≥ 72.00%          | ***            |