

# Special Education Annual Reports

## 2020-2021 Annual Performance Summary

### Charlton County

1	<b>Graduation Rate</b>	Percent of youth with IEPs graduating from high school with a regular diploma.	<b>State Target</b> 74.46%	<b>LEA Rate</b> 83.33%	<b>Met LEA Target</b> Y
2	<b>Drop out Rate</b>	Percent of youth with IEPs dropping out of high school.	<b>State Target</b> 22.56%	<b>LEA Rate</b> 16.67%	<b>Met Target</b> Y
3A	<b>Participation Rate RELA</b>	Percentage of students with disabilities in grade four who participated in statewide assessment (RELA)	<b>LEA/SEA Target</b> Baseline	<b>LEA Rate</b> 92.31%	<b>Met Target</b> FY21 New Baseline
		Percentage of students with disabilities in grade eight who participated in statewide assessment (RELA)	Baseline	87.5%	FY21 New Baseline
		Percentage of students with disabilities in high school who participated in statewide assessment (RELA)	Baseline	78.57%	FY21 New Baseline
3A	<b>Participation Rate Math</b>	Percentage of students with disabilities in grade four who participated in statewide assessment (Math)	<b>LEA/SEA Target</b> Baseline	<b>LEA Rate</b> 92.31%	<b>Met Target</b> FY21 New Baseline
		Percentage of students with disabilities in grade eight who participated in statewide assessment (Math)	Baseline	87.5%	FY21 New Baseline
		Percentage of students with disabilities in high school who participated in statewide assessment (Math)	Baseline	92.86%	FY21 New Baseline
3B	<b>Proficiency Rate (Against Grade Level Academic Achievement Standards) RELA</b>	Proficiency rate of students with disabilities in grade four against grade level academic achievement standards (RELA)	<b>LEA/SEA Target</b> Baseline	<b>LEA Rate</b> 8.7%	<b>Met Target</b> FY21 New Baseline
		Proficiency rate of students with disabilities in grade eight against grade level academic achievement standards (RELA)	Baseline	4.76%	FY21 New Baseline
		Proficiency rate of students with disabilities in high school against grade level academic achievement standards (RELA)	Baseline	0%	FY21 New Baseline

3B	Proficiency Rate (Against Grade Level Academic Achievement Standards) Math	Proficiency rate of students with disabilities in grade four against grade level academic achievement standards (Math)	LEA/SEA Target Baseline	LEA Rate 21.74%	Met Target FY21 New Baseline
		Proficiency rate of students with disabilities in grade eight against grade level academic achievement standards (Math)	Baseline	4.76%	FY21 New Baseline
		Proficiency rate of students with disabilities in high school against grade level academic achievement standards (Math)	Baseline	0%	FY21 New Baseline
3C	Proficiency Rate (Against Alternate Academic Achievement Standards) RELA	Proficiency rate of students with disabilities in grade four against alternate academic achievement standards (RELA))	LEA/SEA Target Baseline	LEA Rate 100%	Met Target FY21 New Baseline
		Proficiency rate of students with disabilities in grade eight against alternate academic achievement standards (RELA)	Baseline	Not Applicable	FY21 New Baseline
		Proficiency rate of students with disabilities in high school against alternate academic achievement standards (RELA)	Baseline	0%	FY21 New Baseline
3C	Proficiency Rate (Against Alternate Academic Achievement Standards) Math	Proficiency rate of students with disabilities in grade four against alternate academic achievement standards (Math)	LEA/SEA Target Baseline	LEA Rate 100%	Met Target FY21 New Baseline
		Proficiency rate of students with disabilities in grade eight against alternate academic achievement standards (Math)	Baseline	Not Applicable	FY21 New Baseline
		Proficiency rate of students with disabilities in high school against alternate academic achievement standards (Math)	Baseline	0%	FY21 New Baseline
3D	Gap in Proficiency Rate RELA	Gap in Proficiency rate for students with disabilities and all students in grade four against grade level academic achievement standards (RELA)	LEA/SEA Target Baseline	LEA Gap 20.87	Met Target FY21 New Baseline
		Gap in Proficiency rate for students with disabilities and all students in grade eight against grade level academic achievement standards (RELA)	Baseline	26.17	FY21 New Baseline
		Gap in Proficiency rate for students with disabilities and all students in high school against grade level academic achievement standards (RELA)	Baseline	21.9	FY21 New Baseline

3D	Gap in Proficiency Rate MATH	Gap in Proficiency rate for students with disabilities and all students in grade four against grade level academic achievement standards (Math)	LEA/SEA Target Baseline	LEA Gap 11.3	Met Target FY21 New Baseline
		Gap in Proficiency rate for students with disabilities and all students in grade eight against grade level academic achievement standards (Math)	Baseline	21.01	FY21 New Baseline
		Gap in Proficiency rate for students with disabilities and all students in high school against grade level academic achievement standards (Math)	Baseline	25	FY21 New Baseline
4A	Suspension and Expulsion	District does not demonstrate significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	State Target < 15.5% of LEAs	LEA Target Rate Ratio < 2.0	Met LEA Target Y
4B	Suspension and Expulsion by Race and Ethnicity	District does not demonstrate (a) significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) non-compliant policies, procedures or practices that contributed to the discrepancy	0% of LEAs	Rate Ratio < 2.0 or SEA review with no LEA findings	Y
5A	LRE (>=80% regular class)	Percent of school-aged children with IEPs served: Inside the regular class 80% or more of the day;	State Target 62.73%	LEA Rate 88.28%	Met Target Y
5B	LRE (<40% regular class)	Percent of school-aged children with IEPs served: Inside the regular class less than 40% of the day; and	16.58%	5.44%	Y
5C	LRE (Separate Placements)	Percent of school-aged children with IEPs served: In separate schools, residential facilities, or homebound/hospital placements.	1.48%	1.26%	Y
6A	Preschool LRE(Regular Early Childhood Program)	Percentage of young children receiving the majority of special education services in a regular early childhood program.	State Target 32.54%	LEA Rate 61.54%	Met Target Y
6B	Preschool LRE(Separate Placements)	Percentage of young children receiving the majority of special education services in separate classes, separate schools or residential facilities.	41.32%	0%	Y
6C	PRESCHOOL LRE(HOME)	Percentage of young children receiving the majority of special education services from home.	Baseline	0%	FY21 New Baseline

7A	Preschool Outcomes (Social-Emotional Skills)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Positive social-emotional skills(including social relationships);	Summary State1	State Target	LEA Rate	Met Target
				81.00%	100%	Y
			Summary State2	63.00%	66.67%	Y
7B	Preschool Outcomes (Acquisition of Skills)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Acquisition and use of knowledge and skills(including early language/communication and early literacy); and	Summary State1	83.00%	83.33%	Y
			Summary State2	46.00%	58.33%	Y
7C	Preschool Outcomes (Use of Appropriate Behaviors)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Use of appropriate behaviors to meet their needs.	Summary State1	81.00%	91.67%	Y
			Summary State2	72.00%	66.67%	N
8	Parent Involvement	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.	State Target	88.60%	LEA Rate	93.75%
						Met Target Y
9	Disproportionate Representation	District does not demonstrate disproportionate representation of racial and ethnic groups in special education and related services which is the result of inappropriate identification policies, procedures and practices.	State Target	0% of LEAs	LEA Rate	Risk Ratio < 3.0 or SEA review with no LEA findings
						Met LEA Target Y
10	Disproportionate Representation	District does not demonstrate disproportionate representation of racial and ethnic groups in specific disability categories which is the result of inappropriate identification policies, procedures and practices.	State Target	0% of LEAs	LEA Rate	Risk Ratio < 3.0 or SEA review with no LEA findings
						Met LEA Target Y
11	Child Find	Percent of children age 3-21 who were evaluated within 60 days of receiving parental consent for initial evaluation.	State Target	100.00%	LEA Rate	100%
						Met Target Y
12	Early Childhood Transition	Percent of children referred by 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 Target	100.00%	LEA Rate	100%
						Met Target Y
13	Secondary Transition	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.There is also evidence that the student was invited to the IEP Team meeting where transition services were discussed.	State Target	100.00%	LEA Rate	*100%
						Met Target Y
			*Transition Plans were reviewed prior to FY21			

<b>14</b>	<b>Post-school Outcomes</b>	Percent of youth who are no longer in secondary school, who had IEPs in effect at the time they left school, and were:			
<b>14A</b>		Enrolled in higher education within one year of leaving high school.	<b>State Target</b> 27.40%	<b>LEA Rate</b> 14.29%	<b>Met Target</b> <b>N</b>
<b>14B</b>		Enrolled in higher education or competitively employed within one year of leaving high school.	55.00%	85.71%	<b>Y</b>
<b>14C</b>		Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	81.00%	100.00%	<b>Y</b>
<b>20</b>	<b>Timely and accurate data</b>	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	<b>State Target</b> 100.00%	<b>LEA Rate</b> 100%	<b>Met Target</b> <b>Y</b>