

Beebe Public Schools

Dr. Chris Nail, Superintendent  
Dr. Karla Tarkington, Principal

2022-2023  
LEA # 7302010

Beebe High School  
School Improvement Plan

School Mission Statement

Beebe High School pledges to prepare our students for the challenges of education, work and life by promoting academic excellence, character, and citizenship in a safe and supportive environment.

ESSA Information

2022 ESSA Score	Overall ESSA Score	68.36	Public School Rating  <b>B</b>	ESSA Rating Scale	Scale
	Weighted Achievement	50.82			A = 73.22 and Above
	Value-Added Growth	81.93			B = 67.96 - 73.21
	4 Year Graduation Rates	92.02			C = 61.10 - 67.95
	5 Year Graduation Rate	88.84			D = 52.95- 61.09
	School Quality & Student Success	55.0			F =0.00 - 52.94

ESSA Subpopulation

Subpopulation	2022 Index Score	Weighted Achievement	Value-Added Growth	4 Year Graduation	5 Year Graduation	SQSS
All Students	68.36	50.82	81.93	92.02	88.84	55
Black or African American	55.76	25	82.67	77.78	83.33	40.87
Hispanic /Latino	62.1	35.42	80.64	100	75	51.51
White	69.78	54.08	82.03	92.34	84.47	56.25
Economically Disadvantaged	63.83	42.4	81.47	89.29	80.56	50.11

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English Learners	52.25	8.93	25	100	80	49.23
Students with Disabilities	52.46	12.95	76	88.57	84.62	42.42

SQSS												
Subpopulation	Overall	Engagement	Reading Grade Level	Science	Science Growth	On-Time Credits	GPA (2.8)	ACT Comp (19)	ACT Readiness	AP/IB/Con current	Computer Science	Service Learning
All Students	55	74.12	40.92	34.91	58.15	94.41	65.98	47.13	39.34	41.15	12.76	9.47
Black or African American	40.87	64.29	12.5	8.33	66.67	87.5	64.71	35.29	17.65	17.65	17.65	5.88
Hispanic /Latino	51.51	76.47	36.11	22.22	64.06	89.58	62.5	50	28.13	37.5	6.25	6.25
White	56.25	75.04	43.28	38.05	57.51	95.26	66.83	47.32	41.46	42.65	12.75	9.31
Economically Disadvantaged	50.11	68.65	34.88	29.03	56.87	92.31	52.63	41.05	26.84	30.53	12.63	9.47
English Learners	49.23	85	14.29	7.14	67.86	100	50	37.5	18.75	50	12.5	12.5
Students with Disabilities	42.42	69.23	10.67	9.64	52	95.08	58.82	2.94	0	12.12	12.12	3.03

Percentage of Students Reading On Grade Level - 2022 - 40.92%

Literacy Plan
Use NWEA Map data to target students' improvement areas - Fall, Winter and Spring testing. All teachers will review their data and identify (by name)the "In Need of Support" and "Close" students.

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- Action plans will be developed by the teachers to address the identified students' areas of need(s).
- Staff will utilize an assessment wall showing students' progress on NWEA MAP.
- Continue with Sustained Reading 10 minutes (or longer each day) during advisory.
- Read - aloud by staff members modeling fluent reading.
- Read aloud occurs daily in every advisory class except the strategic RTI advisory classrooms.
- All teachers will emphasize vocabulary and morphology and incorporate strategies in instruction, utilizing the Science of Reading training.
- Selected In Need of Support (INS) students will participate in Critical Reading Classes in order to improve basic reading skills.
- Utilize the RTI period to provide strategic and targeted interventions for struggling students in Reading.
- All ELA teachers will use on-grade level literature for core instruction.
- All instructional staff will embed targeted literacy strategies in their lessons (annotation and vocabulary strategies).
  - i. Staff will adopt and utilize a standardized annotation format

Assessment Data - ACT Aspire					
English	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 9	19%	25%	34%	22%	56%
Grade 10	16%	20%	31%	30%	61%

Reading	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 9	34%	23%	28%	14%	42%
Grade 10	39%	25%	25%	11%	36%

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Science	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 9	37%	31%	22%	10%	32%
Grade 10	44%	21%	19%	15%	34%

Mathematics	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 9	39%	26%	17%	18%	35%
Grade 10	47%	21%	16%	17%	33%

NWEA MAP Data									
Reading	Fall RIT	Percentile	Winter RIT	Percentile	Fall - Winter Growth	Spring RIT	Percentile	Winter - Spring Growth	Fall to Spring Growth
Grade 9	222	57-58	222	57-58	-				
Grade 10	224	55-56	225	54-55	1				

Mathematics	Fall RIT	Percentile	Winter RIT	Percentile	Fall - Winter Growth	Spring RIT	Percentile	Winter - Spring Growth	Fall to Spring Growth
Grade 9	233	62-63	234	60	1				
Grade 10	235	61-62	238	62-63	3				

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Attendance				
Grade	0-4.99	5-9.99	10-14.99	15+
9th				
10th				
11th				
12th				

Goal 2
<p>Raise the graduation rate to 95%. By May 2023, maintain 95% attendance rate in grades 9th through 12</p> <ul style="list-style-type: none"> <li>Continue to utilize Virtual Arkansas for Credit Recovery</li> <li>Utilize the HUB for students at risk of losing credit.</li> <li>Continue to utilize Google Classroom for Summer School which allows for self-paced work</li> <li>Continue to focus and support student attendance <ul style="list-style-type: none"> <li>Recognize perfect attendance each quarter, semester, and at the end of the year.</li> <li>Incentivize students for exemplary attendance (semester test, etc)</li> </ul> </li> </ul>

Implementation				
Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Analyze attendance data every 4.5 weeks and make parent & student contact (Phone, Letter,	-eSchool Attendance Reports -Parent/Guardian Pre & Post	eSchool	-Secretaries -Administrators -HS Attendance Team	May 2023

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Email, Conference)	Survey -Phone contact logs			
Incorporate Capturing Kids' Heart strategies school-wide on a daily basis	-Lesson Plans -Student Pre & Post Survey	Capturing Kids' Hearts	All teachers & administrators	May 2023
Work with curriculum/ESchool administrator to ensure accuracy of data being reported			-Tracy Cox -Amanda Lewis, Holly Glover -Administrators	May 2023
Staff members providing support and resources for students on-track for graduation and college & career readiness	-Senior Seminar -Student Success Plans -Counseling sessions with Seniors	-Xello -CAPS		

Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
Student absenteeism	Karla Tarkington, Mark Bivens, Shelma Winningham	eSchool Reports		

Goal 2
Improve the number and percentage of 9th - 10th grade students reading on grade level (Ready and Exceeding) while moving our "In Need of Support" and "Close" students up to "Close" and "Ready" respectively. The goal is to achieve 42% of students performing at the Ready or Exceeding level in Reading by the 2023 ACT Aspire. Currently 40% of our 9th and 10th grade students are performing at the "Ready" and "Exceeding" levels.

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Implementation				
Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Use NWEA Map (Student Profile Report) data to target students' improvement areas.	-NWEA data	-NWEA MAP test -PLC Team meetings to review data	-All teachers -Administrators	May 2023
Utilize the RTI period to provide targeted and strategic interventions for struggling students.	-Student classwork -NWEA data - Student Profile Report -Lesson Plans -Common Assessment Data	-PD for interpreting and applying student goals using NWEA and classroom data - Detailed RTI plan and schedule -PLCs -Mrs. Lewis (7-12 Asst Curriculum Director)	-RTI Facilitators -Administrators -Mrs. Lewis	May 2023
All teachers will embed literacy into their instruction.	-NWEA data -Teacher observations -Lesson Plans -student work -Read and annotate text (4 times first semester and 8 times second semester)	-NWEA MAP test data -PLC Team meetings	-All teachers -Administrators -Mrs. Lewis	May 2023

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Continue with Sustained Reading 10 minutes (or longer each day) during advisory.	<ul style="list-style-type: none"> <li>-NWEA data</li> <li>-Three days of advisory each week designated as "protected" for strategic interventions (Mon, Tuesday, Thursday)</li> <li>--Advisory Calendar/Lesson Plans</li> <li>-Teacher observations</li> <li>-Read aloud by staff members modeling fluent reading.</li> <li>-Read aloud occurs daily in every advisory class except the strategic RTI advisory classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>-NWEA MAP test</li> <li>-PLC Team meetings to review data and to work on embedding literacy strategies in classroom instruction</li> <li>- Expectations for reading and vocabulary as evidenced on the Classroom Walkthrough Form.</li> </ul>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-Administrators</li> <li>-Mrs. Lewis</li> </ul>	May 2023
Pinpoint struggling students (by name) to target specific, differentiated interventions.	<ul style="list-style-type: none"> <li>-NWEA data</li> <li>-ACT Aspire data</li> <li>-Classwork and classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>-NWEA MAP test</li> <li>-PLC Team meetings to review data</li> <li>-Grade-focused PLCs to discuss strategies for struggling students</li> <li>Utilize assessment wall to track students' progress</li> </ul>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-Administrators</li> </ul>	May 2023
Continue critical reading class for 9th and 10th grade students.	<ul style="list-style-type: none"> <li>-NWEA data</li> <li>-ACT Aspire data</li> <li>-SoR strategies</li> <li>-screeners to identify learning</li> </ul>	<ul style="list-style-type: none"> <li>- critical reading PD @ co-op</li> <li>- Critical reading curriculum</li> <li>-PLC Team meetings to review student data</li> </ul>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-Administrators</li> </ul>	May 2023



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	gaps	-pre/post assessments to dismiss students if goals met		
Teachers will meet twice each nine weeks with their content area to plan/review their Year at a Glance (YAAG) documents	-Beginning of the 9 weeks to plan the YAAG End of the 9 weeks to reflect and modify	-Shared planning periods/time	-All teachers -Administrators -Mrs. Lewis	May 2023

Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
NWEA Scores	All Staff	NWEA MAP test		
Reading scores on ACT Aspire	All staff	ACT Aspire		

Goal 3
Throughout the 2022-23 school year, Beebe High School will Improve safety standards through implementation of the following actions.

Implementation				
Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Additional School Resource		Professional Development	Ryan Marshall	August 2022

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Officers located on campus.		for SRO's, Funding		
Most staff will be trained in trauma informed practices.		Professional Development for all staff.	Ryan Marshall, Holly Glover	August 2022
Addition of Dean of Students	Number and severity of office referrals.	Funding	Karla Tarkington	August 2022
Hall Pass Software		Software equipment	Ryan Marshall, Technology Dept.	August 2022
Bullet Proof Screening		Funding	Ryan Marshall	August 2022
Concrete Posts in front of entrances		Funding	Ryan Marshall	August 2022
On-campus Mental Health Professional			Ryan Marshall, Holly Glover. Hailey Washam	August 2022
Threat Assessment Team		Training through Trauma Informed Practices	Ryan Marshall, Mark Bivens, Justin Edwards	August 2022
Upgraded software and additional cameras		Software, Cameras and Training	Ryan Marshall, Technology Dept, Jean Stark	August 2022

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### Goal 4

Raise the percentage of 9 - 10th grade students performing at Ready or Exceeding (grade level) in math to 40%. Currently only 34% of 9th and 10th grade students are performing on grade level.

Implementation				
Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Use NWEA Map (Student Profile Report) data to target students' improvement areas.	-NWEA data -ACT Aspire data	-NWEA MAP test -PLC Team meetings to review data	-All teachers -Administrators	May 2023
Continue to revise pacing for new Math Curriculum) new curriculum in 4th year)	-Lesson Plans -Teacher Observations -Student work -NWEA data	-Illustrative Math Summer PD -Summer curriculum days to align curriculum and pacing - NWEA MAP test -Math PLC Team meetings to review data -IM Curriculum -IM Workbooks OAR MathQuEST	-Math teachers -Administrators -Mrs. Lewis -Co-Op	May 2023
Pinpoint struggling students (by name) to target specific, differentiated interventions.	-NWEA data -ACT Aspire data -Classwork and classroom assessments	-NWEA MAP test -PLC Team meetings to review data -Grade-focused PLCs to	-All teachers -Administrators	May 2023

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		discuss strategies for struggling students Utilize assessment wall to track students' progress		
Utilize the RTI period to provide targeted and strategic interventions for struggling students.	-Student classwork -NWEA data - Student Profile Report -Lesson Plans -Common Assessment Data	-PD for interpreting and applying student goals using NWEA and classroom data - Detailed RTI plan and schedule -PLCs	-RTI Facilitators -Administrators -Mrs. Lewis	May 2023

Goal 5
Raise the average district ACT composite score to 22.

Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
All juniors will complete the On to College curriculum during their advisory period.	-Three practice ACT tests will be given throughout the year.	On to College program Teachers and students have an OTC workbook to utilize.	OTC Team (D. Wallace, M.Tarkington, D Griffith, P. White) Administrators	April 2023
All teachers will be trained in the OTC curriculum	-PD Training sessions.	On to College program	OTC Team Administrators	Sept. 2022
Offer Saturday ACT Bootcamps (Fall and Spring)		-Cantrell & Waller ACT facilitators -Funding to pay the instructors	-Cantrell & Waller ACT facilitators	Fall 22 / Spring 23

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Eleventh-grade teachers will incorporate ACT "practice" as a bell ringer or in Classroom instruction		ACT practice items	Eleventh-grade teachers Administrators	April 2023
All teachers have been trained in SoR in order to implement strategies which will aid in ACT instruction.		PLC team meetings to focus on ACT preparation	11th and 12th grade advisory teachers	April 2023

Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
NWEA Scores	All Staff	NWEA		
Reading scores on ACT Aspire	All staff	ACT Aspire		

ADE Long-Term Goals for Academic Achievement				
English Language Arts - ALL	School Number	School Progress	Expected Progress	Met Progress
2018	450	50.7	45.43	Yes
2019	493	45.8	48.31	No
2020	COVID	COVID	51.19	COVID
2021	452	36.5	54.07	No
2022	488	43.40		

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English Language Arts - White	School Number	School Progress	Expected Progress	Met Progress
2018	399	52.4	53.15	No
2019	429	46.2	55.39	No
2020	COVID	COVID	27.63	COVID
<b>2021</b>	<b>397</b>	<b>37.8</b>	<b>59.87</b>	<b>No</b>
<b>2022</b>	<b>411</b>	<b>46.5</b>		

English Language Arts - Econ Disadvantage	School Number	School Progress	Expected Progress	Met Progress
2018	197	43.7	34.09	Yes
2019	233	37.8	37.92	No
2020	COVID	COVID	41.75	COVID
<b>2021</b>	<b>175</b>	<b>29.7</b>	<b>45.58</b>	<b>No</b>
<b>2022</b>	<b>217</b>	<b>36.4</b>		

English Language Arts - SPED	School Number	School Progress	Expected Progress	Met Progress
2018	46	10.9	8.33	Yes
2019	70	7.1	14.3	No
2020	COVID	COVID	20.27	COVID
<b>2021</b>	<b>79</b>	<b>10.10</b>	<b>26.24</b>	<b>No</b>
<b>2022</b>	<b>83</b>	<b>8.40</b>		

Mathematics - ALL	School Number	School Progress	Expected Progress	Met Progress
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2018	450	43.8	35.21	Yes
2019	495	40.6	38.94	No
2020	COVID	COVID	42.67	COVID
<b>2021</b>	<b>452</b>	<b>30.8</b>	<b>46.40</b>	<b>No</b>
<b>2022</b>	<b>487</b>	<b>35.3</b>		

Mathematics - White	School Number	School Progress	Expected Progress	Met Progress
2018	399	44.4	42.16	Yes
2019	431	41.5	45.31	No
2020	COVID	COVID	48.46	COVID
<b>2021</b>	<b>397</b>	<b>32.80</b>	<b>51.61</b>	<b>No</b>
<b>2022</b>	<b>410</b>	<b>39.3</b>		

Mathematics - Econ Disadvantaged	School Number	School Progress	Expected Progress	Met Progress
2018	197	34	24.76	Yes
2019	235	34.9	29.36	Yes
2020	COVID	COVID	33.96	COVID
<b>2021</b>	<b>175</b>	<b>22.3</b>	<b>38.56</b>	<b>No</b>
<b>2022</b>	<b>217</b>	<b>27.2</b>		

Mathematics - SPED	School Number	School Progress	Expected Progress	Met Progress
2018	46	10.9	7.55	Yes
2019	70	2.9	13.59	No

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2020	COVID	COVID	19.63	COVID
<b>2021</b>	<b>79</b>	<b>11.4</b>	<b>25.67</b>	
<b>2022</b>	<b>83</b>	<b>3.6</b>		

4 YR Graduation Rates - All	School Number	School Progress	Expected Progress	Met Progress
2016	237	80.2	87.02	No
2017	248	81.5	87.6	No
2018	216	87	88.18	Yes
<b>2019</b>	<b>237</b>	<b>92.4</b>	<b>88.76</b>	<b>Yes</b>
<b>2020</b>	<b>218</b>	<b>85.8</b>		
<b>2021</b>	<b>263</b>	<b>92</b>		

4 YR Graduation Rates - Hispanic/Latinx	School Number	School Progress	Expected Progress	Met Progress
2016	15	80	85.71	No
2017	N<10	66.7	86.4	No
2018	N<10	NA	87.09	
<b>2019</b>	<b>13</b>	<b>100</b>	<b>87.78</b>	<b>Yes</b>
<b>2020</b>	<b>N&lt;10</b>	<b>RV</b>		
<b>2021</b>	<b>N&lt;10</b>	<b>RV</b>		

4 YR Graduation Rates-White	School Number	School Progress	Expected Progress	Met Progress
2016	203	81.3	89.20	No
2017	227	82.8	89.60	No



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2018		NA	90	
<b>2019</b>	<b>207</b>	<b>92.8</b>	<b>90.40</b>	<b>Yes</b>
<b>2020</b>	<b>192</b>	<b>87</b>		
<b>2021</b>	<b>235</b>	<b>92.3</b>		

4 YR Graduation Rates-Econ Disadvantage	School Number	School Progress	Expected Progress	Met Progress
2016	101	69.3	83.79	No
2017	122	73.8	84.64	No
2018		NA	85.49	
<b>2019</b>	<b>118</b>	<b>89</b>	<b>86.34</b>	<b>Yes</b>
<b>2020</b>	<b>110</b>	<b>76.4</b>		
<b>2021</b>	<b>140</b>	<b>89.3</b>		

4 YR Graduation Rates-SPED	School Number	School Progress	Expected Progress	Met Progress
2016	28	71.4	84.29	No
2017	35	65.7	85.1	No
2018	NA	NA	85.91	
<b>2019</b>	<b>23</b>	<b>82.6</b>	<b>86.72</b>	<b>No</b>
<b>2020</b>	<b>25</b>	<b>80</b>		
<b>2021</b>	<b>35</b>	<b>88.6</b>		

5 YR Graduation Rates - All	School Number	School Progress	Expected Progress	Met Progress
2016	230	83.5	83.31	Yes

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2017	226	81.9	84.45	No
2018	NA	NA	85.59	
<b>2019</b>	<b>214</b>	<b>89.7</b>	<b>86.73</b>	<b>Yes</b>
<b>2020</b>	<b>237</b>	<b>93.7</b>		
<b>2021</b>	<b>215</b>	<b>88.80</b>		

5 YR Graduation Rates - Hispanic/Latinx	School Number	School Progress	Expected Progress	Met Progress
2016	N< 10	80	83.70	No
2017	14	78.6	84.81	No
2018	NA	NA	85.92	
<b>2019</b>	<b>10</b>	<b>100</b>	<b>87.03</b>	<b>No</b>
<b>2020</b>	<b>11</b>	<b>81.8</b>		
<b>2021</b>	<b>12</b>	<b>75</b>		

5 YR Graduation Rates-White	School Number	School Progress	Expected Progress	Met Progress
2016	210	82.9	85.45	No
2017	195	82.6	86.41	No
2018	NA	NA	87.37	
<b>2019</b>	<b>189</b>	<b>88.4</b>	<b>88.33</b>	<b>Yes</b>
<b>2020</b>	<b>207</b>	<b>93.7</b>		
<b>2021</b>	<b>190</b>	<b>89.5</b>		

5 YR Graduation Rates-Econ	School Number	School Progress	Expected Progress	Met Progress
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Disadvantage				
2016	73	74	79.47	No
2017	112	72.3	80.93	No
2018	NA	NA	82.39	
<b>2019</b>	<b>118</b>	<b>84.80</b>	<b>83.85</b>	<b>Yes</b>
<b>2020</b>	<b>118</b>	<b>90.70</b>		
<b>2021</b>	<b>108</b>	<b>80.60</b>		

5 YR Graduation Rates-SPED	School Number	School Progress	Expected Progress	Met Progress
2016	26	76.9	78.9	No
2017	36	69.4	80.26	No
2018	NA	NA	81.62	
<b>2019</b>	<b>17</b>	<b>94.1</b>	<b>82.98</b>	<b>Yes</b>
<b>2020</b>	<b>23</b>	<b>87.0</b>		
<b>2021</b>	<b>26</b>	<b>84.60</b>		

[Meeting Notes](#) - All meeting notes must be documented for each meeting.

[School, Parent, and Family Engagement Plan](#)