



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

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# ESSA SCHOOL IMPROVEMENT USER GUIDE

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Special Education

JULY 20, 2022  
OTIS EDUCATIONAL SYSTEMS, INC

# INTRODUCTION

## PURPOSE OF DOCUMENT

The purpose of this User Guide is to help users find analytic information regarding North Dakota schools, students, and Special Education.

## BREAKDOWN OF DOCUMENT

This document is broken down into four main parts: Navigation, User Types, Charts, and Use Cases.

Navigation: This section goes over how to get around the site, discusses the different types of filters, and describes the three tabs that appear on each chart.

User Types: This section describes the different types of users, from a permissions point of view and how the different types will experience the site differently.

Charts: This is the largest section of the User Guide and goes over each chart, describing the data in it and reviewing the filters for it.

Use Cases: This section takes a few scenarios and walks through step by step on how to retrieve specific data.

## NOTICE

This document is intended to provide information on the use of ESSA School Improvement created by Otis Educational Systems, Inc. It does not necessarily constitute a commitment or representation of current or future features and capabilities. Otis Educational Systems, Inc. reserves the right to make product changes and enhancements at any time without notice.

Otis Educational Systems, Inc.  
1560 Wilson Blvd, Unit 250  
Arlington, VA 22209  
USA

Telephone: +1.678.810.0800 x804

Web: [www.otised.com](http://www.otised.com)

Email: [info@otised.com](mailto:info@otised.com)

## ACKNOWLEDGEMENT

Some information contained within this document came from the Insights of North Dakota website. This site can be found at <https://insights.nd.gov/>.

Other sourced information will be indicated with footnotes.

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# USER TYPES

There are three types of users and the type of user you are determines what you can and can't see. NDDPI administrators and district supervisors determine your user type.

## STATE-LEVEL USERS

This user will be able to see all data throughout the site. This includes both K12 (Accountability Report Card) and Special Education.

## SPECIAL EDUCATION UNIT USERS

This user will only be able to see information for the Special Education Unit that they have permissions to and all the districts within that Special Education Unit.

They will not be able to see:

- Information for any district outside the Special Education Units they have permissions to
- Information for K12 (Accountability Report Card)

## DISTRICT-LEVEL USERS

This user will be able to see all information associated with the district(s) that they have permissions to. This includes all K12 schools within the district, as well as any Special Education Units in the district(s).

They will not be able to see:

- Information for any other districts
- Information for Special Education Units outside their district(s)

# NAVIGATION

## LANDING PAGE

When first logging in, you will enter on a landing page. From here, you will choose which section to enter: Accountability Report Card, Special Education, and Financial Transparency,



FIGURE 1: LANDING PAGE

Clicking on Accountability Report Card will take you to the Fundamentals: Key Performance Indicators chart.

Clicking on Special Education will take you to the Annual Performance Report: Key Performance Indicators chart.

Clicking on Financial Transparency will take you to the Fundamentals: Key Performance Indicators chart.

We are interested in Special Education.

# PARTS OF THE WEB PAGE

All charts present in basically the same way. Below is a screen shot of an average chart with the various sections identified with a number and color.

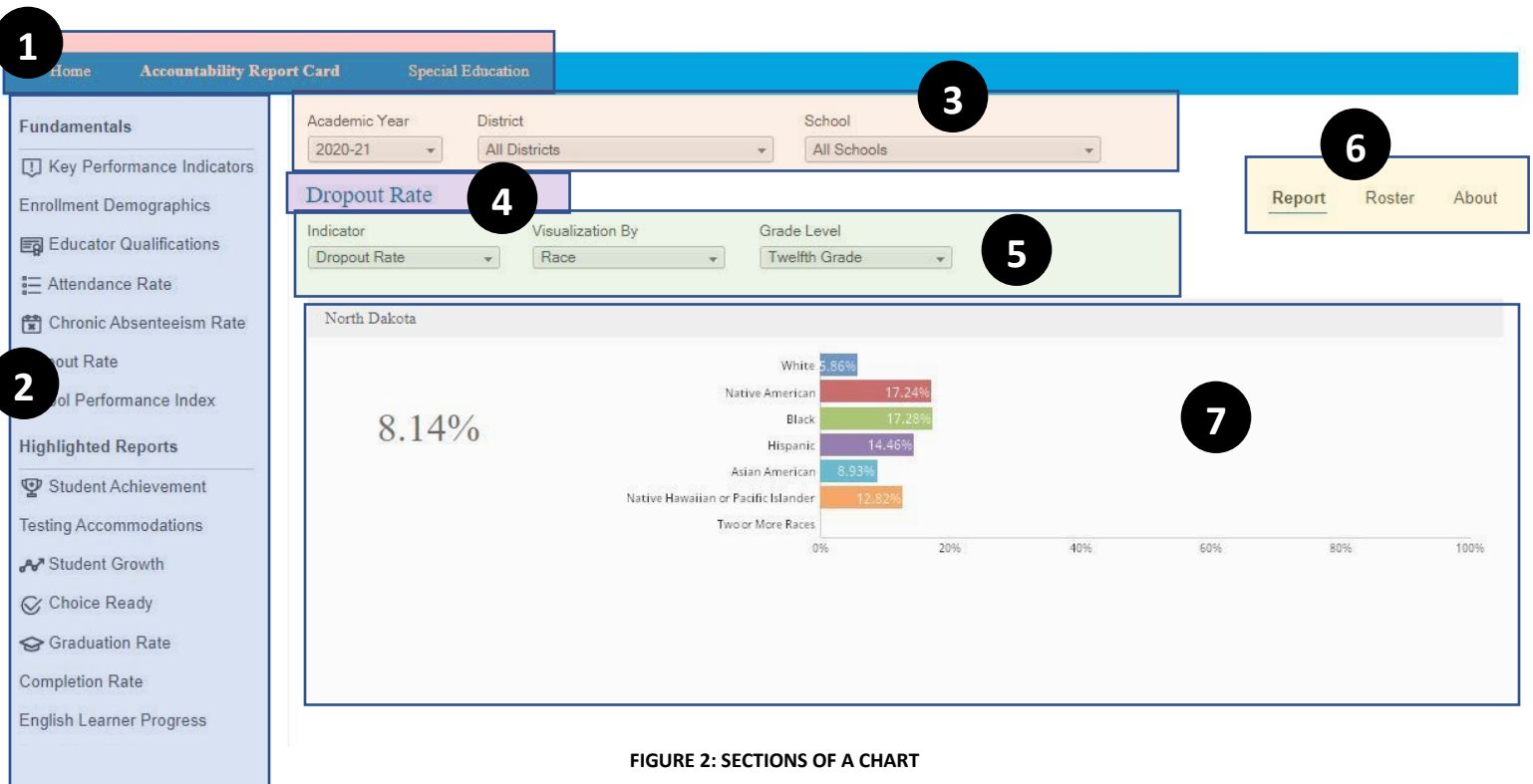


FIGURE 2: SECTIONS OF A CHART

Below, you will find a basic description of each section. These sections are described in further detail later in this user guide.

- 1 Section Navigation. Use this to switch between Accountability Report Card and Special Education.
- 2 Chart Menu. Use this to switch between charts.
- 3 Static Filters. These filters stay the same regardless of chart within the navigation section.
- 4 Report Name. This tells you which chart you are viewing.
- 5 Dynamic Filters. These filters change depending on what chart you are on.
- 6 Tabs. Use these to view the chart, rosters, or information about the chart.
- 7 Viewing Area. This is where the chart, roster, or information about the chart is shown.

Note: In the viewing area (#7), the charts will always show every value in the breakdown of the “visualization by” choice, regardless of existing data or not. If there is data, a bar or line or whatever visualization will appear. If there is not data, it will be blank.

# MENU

On the left side of the page is the site menu of charts.

For Special Education, there is the Annual Performance Report

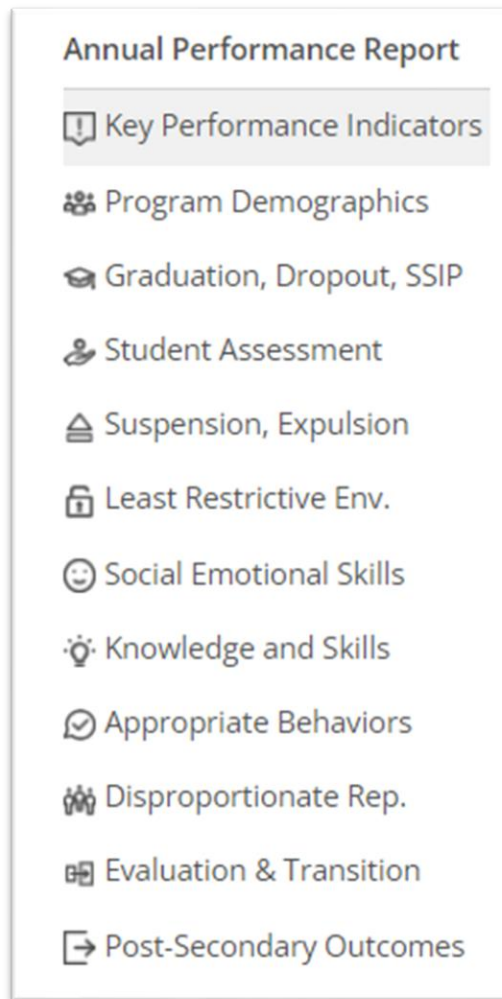


FIGURE 3: ANNUAL PERFORMANCE REPORT MENU



# FILTERS

Filters can be grouped into two categories:

- Static
- Dynamic

## STATIC FILTERS

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For Special Education APR charts, the static filters are:

- Reporting Year
- Special Education Unit
- District

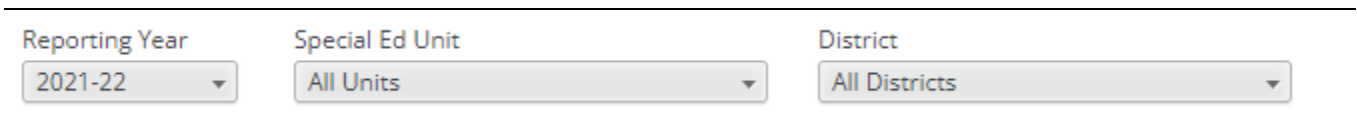


FIGURE 4: STATIC FILTERS FOR SPECIAL EDUCATION

## DYNAMIC FILTERS

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Below the name of the chart are the dynamic filters. Dynamic filters change, depending on which chart you are looking at. In addition to which filters appear in the dynamic filters, the number of dynamic filters can also change depending on the chart. In Special Education, the main dynamic filter is called Indicator. Some charts also have a dynamic filter called Grade Level.

# TABS

On most charts in the upper right corner, there are three tabs. Clicking on these tabs will cause the site to display different sets of information for the chart you are on. The tabs are:

- Report
- Roster
- About

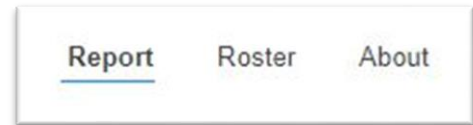


FIGURE 5: TABS

## REPORT

Clicking on the Report tab will cause the site to display the chart. This is the default.

## ROSTER

Clicking on the Roster tab will cause the site to display a roster of students that make up the data of the chart. The content of the roster will be determined by the user’s permission level and what is select in the Static Filters. Roster is not always present.

- State-level user will be able to see all students, or limit the results by specific Special Educational Units, and/or Districts by using the Static Dropdowns at the top of the page.
- Special Educational Units-level user can see only the students in their special education unit, and by any district(s) in that unit, for which they have permission by using the Static Dropdowns at the top of the page.
- District-level user will be able to see only the students in the district for which they have permission.

You can export the roster to an Excel file by clicking on the export button, located below the Tabs.



Post-Secondary Outcomes - Rosters

Report Roster About

Student	Age	Gender	Race Ethnicity	Grade Level	Disability Status	Primary Disability Type	Secondary Disability Type			
	6	Male	White	Kindergarten	K	IEP (student with disabilities)	Y	Non-Categorical Delay (Age 3 through 9 only)	Not Available	?
	7	Male	White	First Grade	01	IEP (student with disabilities)	Y	Non-Categorical Delay (Age 3 through 9 only)	Not Available	?
	8	Male	White	Second Grade	02	IEP (student with disabilities)	Y	Non-Categorical Delay (Age 3 through 9 only)	Not Available	?
	13	Male	White	Seventh Grade	07	IEP (student with disabilities)	Y	Emotional Disturbance	Not Available	?
	10	Female	White	Fourth Grade	04	IEP (student with disabilities)	Y	Emotional Disturbance	Not Available	?
	9	Female	White	Third Grade	03	IEP (student with disabilities)	Y	Emotional Disturbance	Not Available	?
	11	Male	White	Fifth Grade	05	IEP (student with disabilities)	Y	Specific Learning Disabilities	Not Available	?

FIGURE 6: EXAMPLE PORTION OF A ROSTER

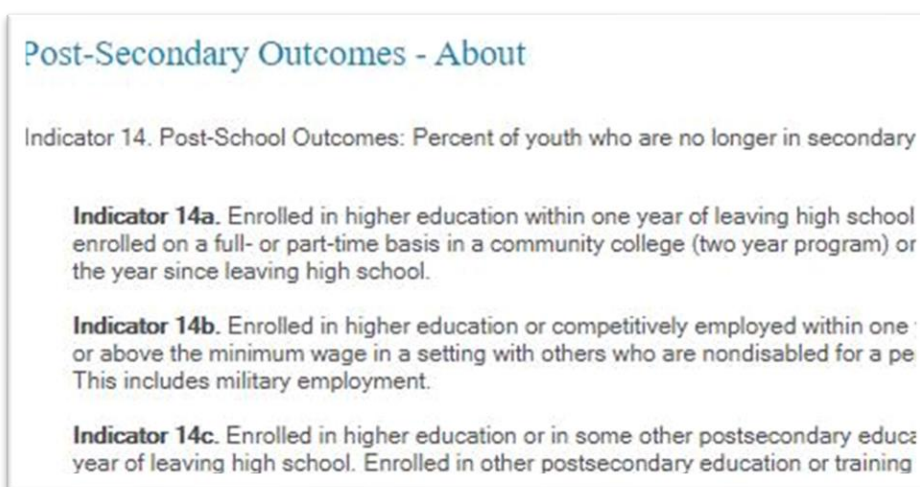
Prior, the roster was always based on the Special Child Count which was provided by DPI. Beginning 2021-2022, several Rosters are based on its own criteria. These are the following Rosters that are not based on the Special Child Count, but on criteria specific to the indicator:

- Indicator 1: Graduate Rate
- Indicator 2: Dropout Rate
- Indicator 3: Student Assessment
- Indicator 5: LRE 3–5-year-olds
- Indicator 6: LRE 6–21-year-olds
- Indicator 7: Social Emotional Skills / Knowledge and Skills / Appropriate Behaviors (these three all have the same base roster)
- Indicator 10: Evaluation Timeline
- Indicator 11: Preschool Transition
- Indicator 17: SSIS

## ABOUT

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Clicking on About will bring up an explanation about the chart.



**Post-Secondary Outcomes - About**

Indicator 14. Post-School Outcomes: Percent of youth who are no longer in secondary

**Indicator 14a.** Enrolled in higher education within one year of leaving high school enrolled on a full- or part-time basis in a community college (two year program) or the year since leaving high school.

**Indicator 14b.** Enrolled in higher education or competitively employed within one year or above the minimum wage in a setting with others who are nondisabled for a period of one year. This includes military employment.

**Indicator 14c.** Enrolled in higher education or in some other postsecondary education within one year of leaving high school. Enrolled in other postsecondary education or training

FIGURE 7: EXAMPLE "ABOUT" INFORMATION

# CHARTS

The charts are where you find your information. But, finding the right information in all the various charts and filters can be difficult. This section describes what types of information is available on each chart. Each section will have a description of what the chart is showing and what filters are available that you can use effect the results.

You can access the full report for the KPI by clicking on it. For example, if you see that the Dropout Rate (in the “Graduation, Dropout, SSIP” section) for your selection is 18.4%, you can click on that KPI, and you will be taken to the Dropout Rate Chart.

## SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

### KEY PERFORMANCE INDICATORS

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Key Performance Indicators (KPI) chart is an overview/recap of all the charts in Special Education<sup>1</sup>. There are several sections on the KPI chart: Graduation Dropout, SSIP; Student Assessment; Suspension, Expulsion; LRE; etc.

This section on Special Education Annual Performance Report has been generated to report to show an overview on the various indicators for the Special Education Units and their district(s). This is also in line with the ND’s Every Student Succeeds Act (ESSA) plan as North Dakota Department of Public Instruction implements a dashboard method of transparent reporting to meet state and local accountability requirements, while helping to bring the department’s public reporting efforts into compliance with the IDEA.

You can see KPI information based on the School Year, the Special Education Unit, and the District selected. KPI values change to reflect the State-level, SPED Unit-level, or District-level, depending on what is selected.

There are no dynamic filters on this chart.

Tip: Clicking on the value on the KPI will take you directly to the chart’s page.

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<sup>1</sup> The Accountability Report Card has their own Performance Indicators chart, which you can learn about in the ESSA SCHOOL IMPROVEMENT USER GUIDE - Accountability.

## **Graduation, Dropout, SSIP**

### **Indicators: 1, 2, 17**

- Four Year Graduation Rate
- Dropout Rate
- SSIP

## **Student Assessment\***

### **Indicators: 3b , 3c**

- 3b – Participation Rates
- 3c – Proficiency Rates

## **\*Beginning in 2021-2022, Student Assessment**

### **Indicators will be:**

- 3a – Participation Rates
- 3b – IEP Proficiency on Regular Assessment
- 3c – IEP Proficiency on Alternate Assessment
- 3d – All students Proficiency on Regular Assessment

## **Suspension, Expulsion**

### **Indicators: 4a, 4b**

- Significant Discrepancy Overall
- Significant Discrepancy by Race/Ethnicity

## **Least Restrictive Environment**

### **Indicators: 5, 6**

- Separate Classroom (Ages 6-21)
- Separate Facilities (Ages 6-21)
- Regular Classroom (Ages 6-21)
- Separate Classroom (Ages 3-5)
- Separate Facilities (Ages 3-5)

## **Social Emotional Skills**

### **Indicator: 7a**

- Demonstrating Growth
- Functioning Within Age Expectations

## **Knowledge and Skills**

### **Indicator: 7b**

- Demonstrating Growth
- Functioning Within Age Expectations

## **Appropriate Behaviors**

### **Indicator: 7c**

- Demonstrating Growth
- Functioning Within Age Expectations

## **Disproportionate Representation**

### **Indicators: 9, 10**

- Within Special Education
- Within Disability Categories

## **Evaluation & Transition**

### **Indicators 11, 12, 13**

- Evaluation Timeline
- Preschool Transition
- Secondary Transition

## **Post-Secondary Outcomes**

### **Indicators: 14a, 14b, 14c**

- Higher Education Enrollment Rate
- Competitive Employment or Higher Ed
- Education Training, or Employment

### ***INDICATOR 1: GRADUATION***

The graduation rate is the percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. In the state of North Dakota, diplomas for students who receive special education services are awarded in the same manner as diplomas awarded to students without disabilities. This does not include alternate diplomas or certificates (ND currently does not have either of these options).

### ***INDICATOR 2: DROPOUT***

The dropout rate is the percent of youth with Individualized Education Programs (IEPs) dropping out of high school. The Office of Special Education Programs (OSEP) defines dropouts as students who leave school prior to graduation for the following reasons: graduated with an alternate diploma, received a certificate, reached maximum age (21), or voluntarily dropped out of school.

\*\*More Information on Indicators 1 & 2 can be found on the Graduation, Dropout, SSIP Chart.

### ***INDICATOR 3: STUDENT ASSESSMENT***

Participation and performance of children with Individualized Education Programs (IEPs) on statewide assessments:

## **PRIOR TO 2021-22**

### ***INDICATOR 3B | PARTICIPATION***

Assessment Participation rate of children with Individualized Education Programs (IEPs). Participation rate is based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. Included are all the grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA); the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA); calculated separately for reading/language arts and mathematics.

### ***INDICATOR 3C | PROFICIENCY***

Assessment Proficiency rate for children with Individualized Education Programs (IEPs) against grade level and alternate academic achievement standards. Proficiency rate is based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. Included are all grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA), based on grade-level achievement standards; the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA), based on alternate achievement standards for students with most significant cognitive disabilities, calculated separately for reading/language arts and mathematics.

## 2021-22 AND FOLLOWING:

### ***INDICATOR 3 | ASSESSMENT***

The assessment data collection is the participation and performance of children with Individualized Education Programs (IEPs) on statewide assessments in grades 4, 8 and high school (HS). Rates are based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. The three assessment options in North Dakota are the North Dakota State Assessment (NDSA); the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA); calculated separately for reading/language arts and mathematics.

Indicator 3 consists of four data collections. They are as follows: (a) the participation rate of children with IEPs, (b) the proficiency rate for children with IEPs against grade level academic achievement standards, (c) the proficiency rate for children with IEPs against alternate academic achievement standards, and (d) the gap in proficiency rates for children with IEP's and for all students against grade level academic achievement standards.

\*\*More information on Indicators 3b and 3c, and the new 3a, 3b, 3c, and 3d can be found on the Student Assessment Chart

### ***INDICATOR 4: SUSPENSION, EXPULSION***

Significant Discrepancy in the rate of suspensions and expulsions of children with Individualized Education Programs (IEPs). NDDPI uses the “state bar” of five percentage points higher than the state rate to flag a district as having a significant discrepancy in the suspension and expulsion of children with IEPs. Thus, any district with a suspension and expulsion rate of a 5.0% higher than the state rate of suspensions and expulsions of children with IEPs for more than 10 days is flagged for significant discrepancy. However, there must be at least 30 children with IEPs in the data group.

Indicator 4 consists of two data collections. They are as follows: (a) the percent of districts identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and (b) the percent of districts identified as having: (1) 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 (2) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

\*\*More information on Indicators 4a and 4b can be found on the Suspension, Expulsion Chart

### ***INDICATOR 5: EDUCATIONAL ENVIRONMENTS***

The educational environment data consists of the percent of children with Individualized Education Programs (IEPs) aged 5 (who are enrolled in Kindergarten) through 21 who are served (a) inside the regular class 80% or more of the day, (b) inside the regular class less than 40% of the day, and (c) in separate schools, residential facilities, or homebound or in a hospital placements.

### ***INDICATOR 6: PRESCHOOL ENVIRONMENTS***

The preschool environment data consists of the percent of children with Individualized Education Programs (IEPs) ages 3, 4 and 5 (who are enrolled in a preschool program) who are receiving programming in (a) a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (b) a separate special education class, separate school, or residential facility and, (c) the home.

\*\*More information on Indicators 5 and 6 can be found on the Least Restrictive Environment Chart

### ***INDICATOR 7: PRESCHOOL OUTCOMES***

The preschool outcome data consists of the percent of children with Individualized Education Programs (IEPs) ages 3, 4 and 5 (who are enrolled in a preschool program) who demonstrate improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy) and (c) use of appropriate behaviors to meet their needs.

For each outcome, there is a growth percentage and a functioning percentage that is reported.

The growth data is the percentage of children ages 3, 4 and 5 (who are enrolled in a preschool program) with IEPs who entered the preschool program below age expectations in each outcome and substantially increased their rate of growth by the time they turned six years of age or exited the program.

The functioning data is the percentage of children ages 3, 4 and 5 (who are enrolled in a preschool program) with IEPs who were functioning within age expectations in each outcome by the time they turned six years of age or exited the program.

\*\*More information on indicator 7a can be found on the Social Emotion Skills Chart

\*\*More information for indicator 7b can be found on the Knowledge and Skills Chart

\*\*More information for indicator 7c can be found on the Appropriate Behaviors Chart

### ***DISPROPORTIONATE REPRESENTATION***

The NDDPI elects to use the definition of disproportionality as articulated by the National Center for Culturally Responsive Educational Systems' (NCCRES) synopsis of provisions of IDEA 04 (October, 2005): "Disproportionality refers to comparisons made between groups of students by race or ethnicity or language who are identified for special education services. Where students from particular ethnic or linguistic groups are identified either at a greater or lesser rate than all other students then that group may be said to be disproportionately represented in special education."

A district is flagged for disproportionate representation if the Risk Ratio is 3.00 or above (considered over-representation). Risk Ratios are only determined for districts with 10 or more students in the target and comparison group.

### ***INDICATOR 9: SUSPENSION/EXPULSION BY RACE/ETHNICITY***

Indicator 9 is the percent of districts identified as having a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.



### ***INDICATOR 10: DISABILITY CATEGORY***

Indicator 10 is the percent of districts identified as having a disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

\*\*More information for indicators 9 and 10 can be found on the Disproportionate Representation Chart

### ***INDICATOR 11: CHILD FIND***

Indicator 11 is the percent of children with parental consent to evaluate, who were evaluated, and had eligibility determined within 60 calendar days.

### ***INDICATOR 12: EARLY CHILDHOOD TRANSITION***

Indicator 12 is the percent of children referred by Part C (children ages birth to 3) prior to age 3, who are found eligible for Part B (children ages 3-21), and who have an IEP developed and implemented by their third birthday.

### ***INDICATOR 13: SECONDARY TRANSITION***

Percent of youth aged 16-21 with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including a course of study that will reasonably enable the student to meet those measurable postsecondary goals, and annual IEP goals related to the student's transition service needs.

There also must be evidence that a student was invited to the IEP Team meeting and, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. \*\*More information for indicators 11, 12, and 13 can be found on the Evaluation & Transition Chart

### ***INDICATOR 14: POST-SCHOOL OUTCOMES***

Indicator 14 is the percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were (a) enrolled in higher education within one year of leaving high school, (b) enrolled in higher education or competitively employed within one year of leaving high school and (c) enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

\*\*More information for indicators 14, 14a, 14b, and 14c can be found on the Post-Secondary Outcomes Chart

### ***INDICATOR 17: STATE SYSTEMATIC IMPROVEMENT PLAN (SSIP):***

Six Year Extended High School Graduation Rate of Students with Emotional Disturbance: The North Dakota State Systemic Improvement Plan (SSIP), in line with State identified Measurable Result (SiMR), is focused on increasing the six-year extended graduation rate of students identified with emotional disturbance as a primary disability. The scope of NDDPI's effort is to provide support to local units with professional development in their planning model and process to keep students enrolled in school, bringing students back to school (re-entry), and assisting students to earn a diploma.

\*\*More information for indicator 17 can be found on the Graduation, Dropout, SSIP Chart

## *INDICATORS NOT USED FOR CHARTS*

### **Indicator 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. Each year, NDDPI sends out a 10-item survey to a representative sample of PK-12 Children and youth chosen from each special education unit in the state. Results are weighted according to population size of the special education units so that the overall state parent involvement percentage is an accurate reflection of the experiences of parents of Children and youth with disabilities ages 3 to 21. Parents of Children and youth at all Grade Level respond to the survey. The scores are based on a "percent of max" score which is the percentage of points the parent "awarded" to the program on certain items. To determine a district's Overall Parental Involvement Percentage, the percentage of parents who had a percent of max score of 75% or above based on all 10 items is calculated.

### **Indicator 15: Resolution Sessions**

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. The NDDPI reported fewer than ten resolution sessions held in FFY 2017. The State is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

### **Indicator 16: Mediation**

Percent of mediations held that resulted in mediation agreements. The NDDPI reported fewer than ten mediations held in FFY 2017. The State is not required to provide targets until any fiscal year in which ten or more mediations were held.

## KEY PERFORMANCE INDICATORS PAGE

Reporting Year

2021-22

Special Ed Unit

All Units

District

All Districts

### Key Performance Indicators

#### Graduation, Dropout, SSIP ( 1,2,17 )

Four-Year  
Graduation Rate

76.1%

Dropout Rate

18.4%

SSIP

62.4%

#### Student Assessment ( 3 )

Math Participation  
Rate

91.2%

Math Proficiency  
Rate

10.6%

Math Alternate  
Proficiency Rate

25.4%

Math Gap  
Rate

23.2%

Reading  
Participation Rate

90.2%

Reading Proficiency  
Rate

11.7%

Reading Alternate  
Proficiency Rate

42.6%

Reading Gap  
Rate

31.2%

#### Suspension, Expulsion ( 4 )

Significant  
Discrepancy  
Overall

0.0%

Significant  
Discrepancy by  
Race/Ethnicity

0.0%

#### Least Restrictive Environment ( 5,6 )

Regular  
Classroom  
(Ages 6-21)

73.2%

Separate  
Classroom  
(Ages 6-21)

6.4%

Separate  
Facilities  
(Ages 6-21)

1.6%

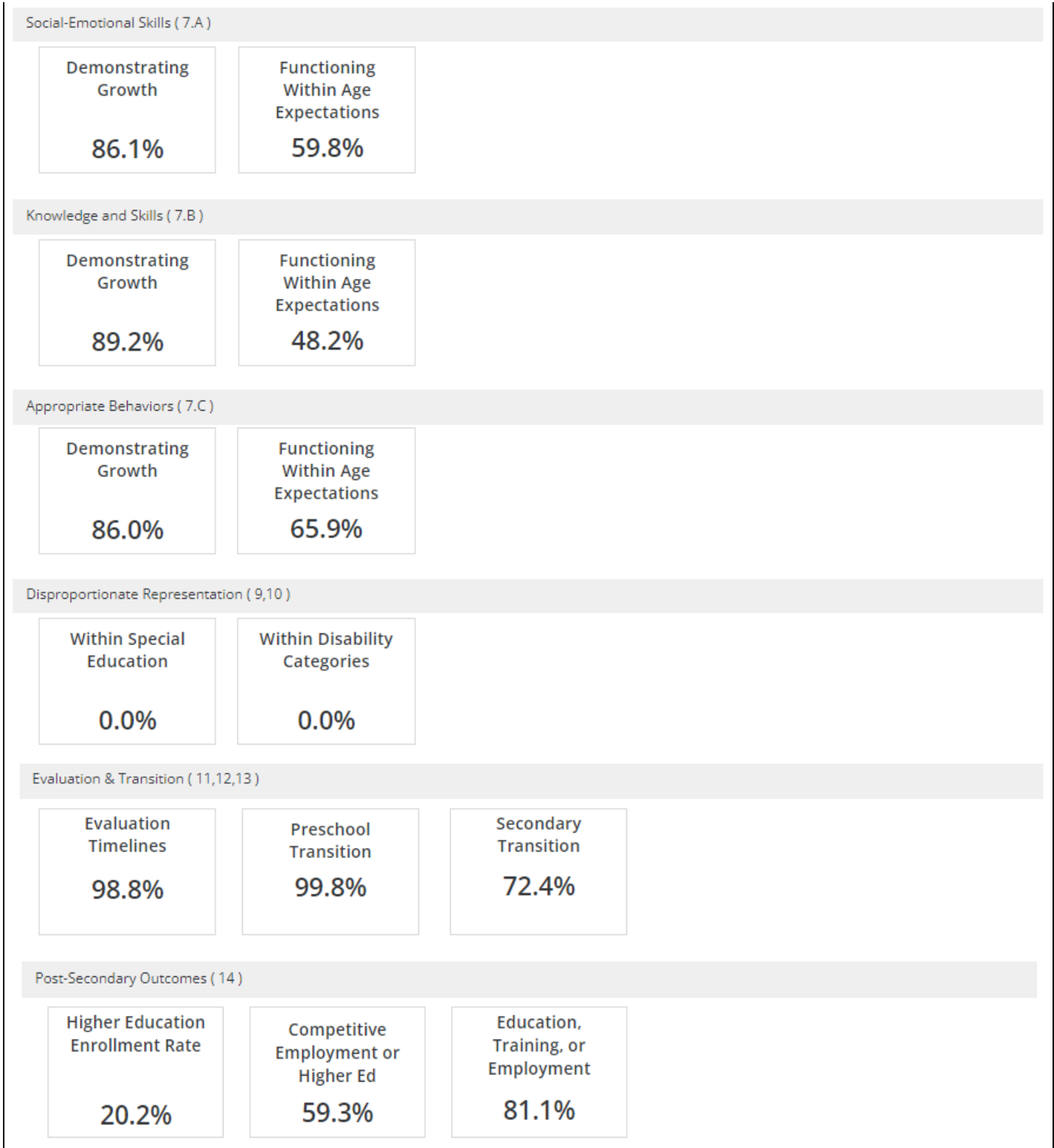
Separate  
Classroom  
(Ages 3-5)

21.2%

Separate  
Facilities  
(Ages 3-5)

40.8%

**KEY PERFORMANCE INDICATORS PAGE (CONT.)**



**FIGURE 8: EXAMPLE SPECIAL EDUCATION KEY PERFORMANCE INDICATORS CHART**

## PROGRAM DEMOGRAPHICS

### DESCRIPTION

This will show the racial/ethnic diversity of students; percentage of students who receive special education and related services in accordance with their Individualized Education Programs (IEPs); percentage of students who are eligible for bilingual education; percentage of migratory students in North Dakota’s school districts.

A migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher, and who, in the preceding 36 months, has moved from one school district to another, to obtain or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work as a principal means of livelihood.

You can also see how the student body has changed over time. District and state data are shown for comparison.

### FILTERS

Dynamic Filter(s): *Indicator, Visualization By*

*Indicator:* Percentage of Students

*Visualization By:* This is a grouping of the results. Your choices are Age, Environment, Ethnicity, Gender, Grade Level, LEP, Primary Disability Type, Race, or Secondary Disability Type.

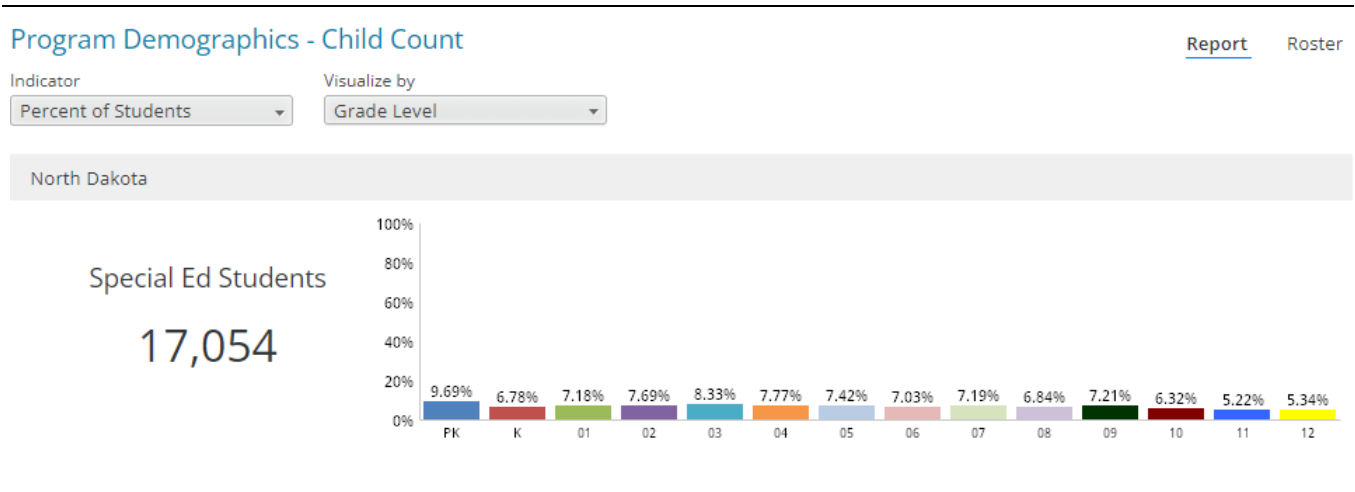


FIGURE 9: EXAMPLE PROGRAM DEMOGRAPHICS CHART

# GRADUATION, DROPOUT, SSIP

## DESCRIPTION

The Graduation, Dropout, SSIP Chart shows information regarding the Performance Indicators 1, 2, and 17.

### Indicator 1: Graduation

The graduation rate is the percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. In the state of North Dakota, diplomas for students who receive special education services are awarded in the same manner as diplomas awarded to students without disabilities. This does not include alternate diplomas or certificates (ND currently does not have either of these options).

### Indicator 2: Dropout

The dropout rate is the percent of youth with Individualized Education Programs (IEPs) dropping out of high school. The Office of Special Education Programs (OSEP) defines dropouts as students who leave school prior to graduation for the following reasons: graduated with an alternate diploma, received a certificate, reached maximum age (21), or voluntarily dropped out of school.

### Indicator 17: State Systemic Improvement Plan (SSIP):

Six Year Extended High School Graduation Rate of Students with Emotional Disturbance: The North Dakota State Systemic Improvement Plan (SSIP), in line with State identified Measurable Result (SiMR), is focused on increasing the six-year extended graduation rate of students identified with emotional disturbance as a primary disability. The scope of NDDPI's effort is to provide support to local units with professional development in their planning model and process to keep students enrolled in school, bringing students back to school (re-entry), and assisting students to earn a diploma.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

## FILTERS

Dynamic Filters: *Indicator*

*Indicator:* This is where you choose if you want Graduation, Dropout or SSIP

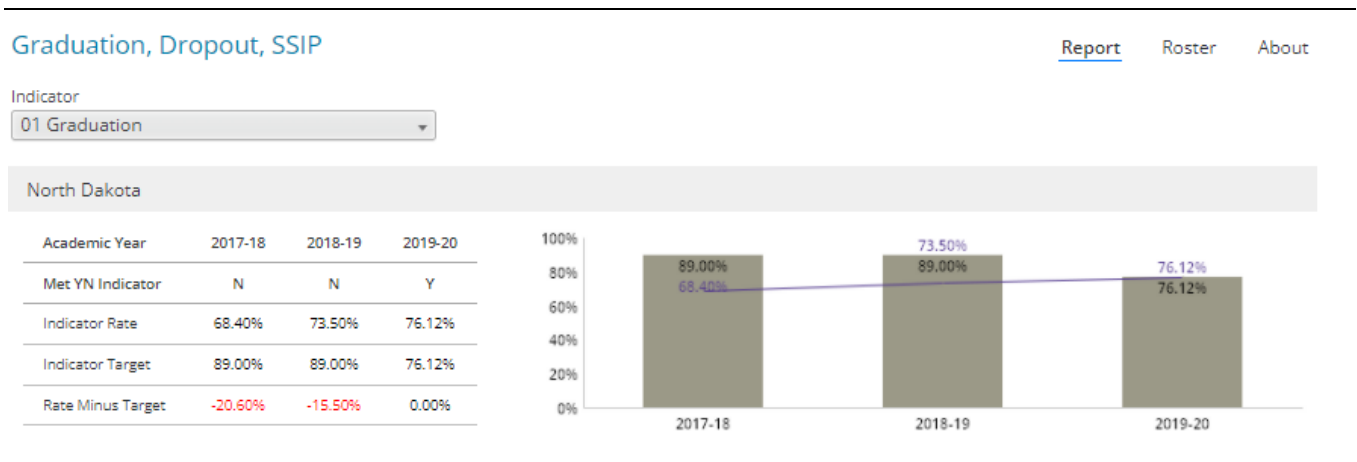


FIGURE 10: EXAMPLE GRADUATION, DROPOUT, SSIP CHART

## STUDENT ASSESSMENT

---

### **DESCRIPTION**

This chart shows the assessment testing participate rate of special education students. It also shows the proficiency rate for these students. Included are all the grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA); the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA); calculated separately for reading/language arts and mathematics.

### Prior to 2021-22

#### **Indicator 3b | Participation**

Assessment Participation rate of children with Individualized Education Programs (IEPs). Participation rate is based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. Included are all the grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA); the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA); calculated separately for reading/language arts and mathematics.

#### **Indicator 3c | Proficiency**

Assessment Proficiency rate for children with Individualized Education Programs (IEPs) against grade level and alternate academic achievement standards. Proficiency rate is based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. Included are all grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA), based on grade-level achievement standards; the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA), based on alternate achievement standards for students with most significant cognitive disabilities, calculated separately for reading/language arts and mathematics.

### 2021-22 and following:

#### **Indicator 3 | Assessment**

The assessment data collection is the participation and performance of children with Individualized Education Programs (IEPs) on statewide assessments in grades 4, 8 and high school (HS). Rates are based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. The three assessment options in North Dakota are the North Dakota State Assessment (NDSA); the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA); calculated separately for reading/language arts and mathematics.

Indicator 3 consists of four data collections. They are as follows: (a) the participation rate of children with IEPs, (b) the proficiency rate for children with IEPs against grade level academic achievement standards, (c) the proficiency rate for children with IEPs against alternate academic achievement standards, and (d) the gap in proficiency rates for children with IEP's and for all students against grade level academic achievement standards

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

**FILTERS**

Dynamic Filters: *Indicator, Grade Level*

*Indicator:* This is where you choose whether you want participation or proficiency rate and if you want reading or math.

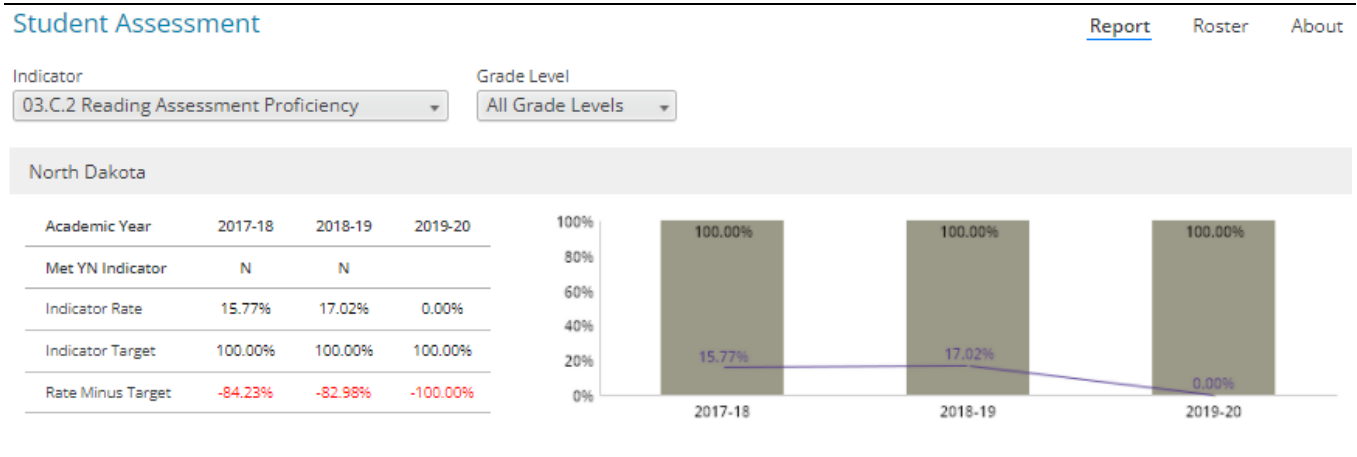


FIGURE 11: EXAMPLE STUDENT ASSESSMENT CHART, 2020-2021 AND PRIOR

Beginning for the reporting year 2021-2022, the drop down will show the new indicator: Grade Level.

*Grade level:* There is now a Grade Level drop down. Beginning 2021-2022, you will be able to choose 4<sup>th</sup>, 8<sup>th</sup>, and HS grade levels, in addition to All Grade Levels. Prior to 2021-2022, only All Grade Levels is available.

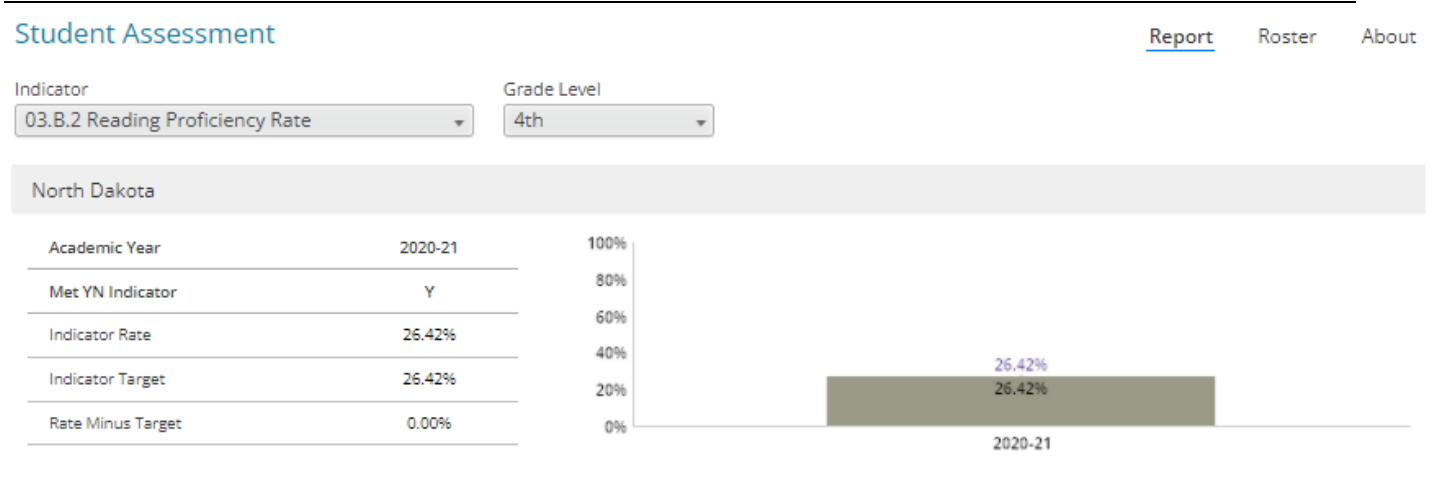


FIGURE 12: EXAMPLE STUDENT ASSESSMENT CHART FOR 2021-2022 AND ON



## SUSPENSION, EXPULSION

### DESCRIPTION

Significant Discrepancy in the rate of suspensions and expulsions of children with Individualized Education Programs (IEPs). NDDPI uses the “state bar” of five percentage points higher than the state rate to flag a district as having a significant discrepancy in the suspension and expulsion of children with IEPs. Thus, any district with a suspension and expulsion rate of a 5.0% higher than the state rate of suspensions and expulsions of children with IEPs for more than 10 days is flagged for significant discrepancy. However, there must be at least 30 children with IEPs in the data group.

Indicator 4 consists of two data collections. They are as follows: (a) the percent of districts identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and (b) the percent of districts identified as having: (1) 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 (2) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

### FILTERS

Dynamic Filters: *Indicator*

*Indicator:* Your choices are Suspension, Expulsion Overall or Suspension, Expulsion by Race/Ethnicity.

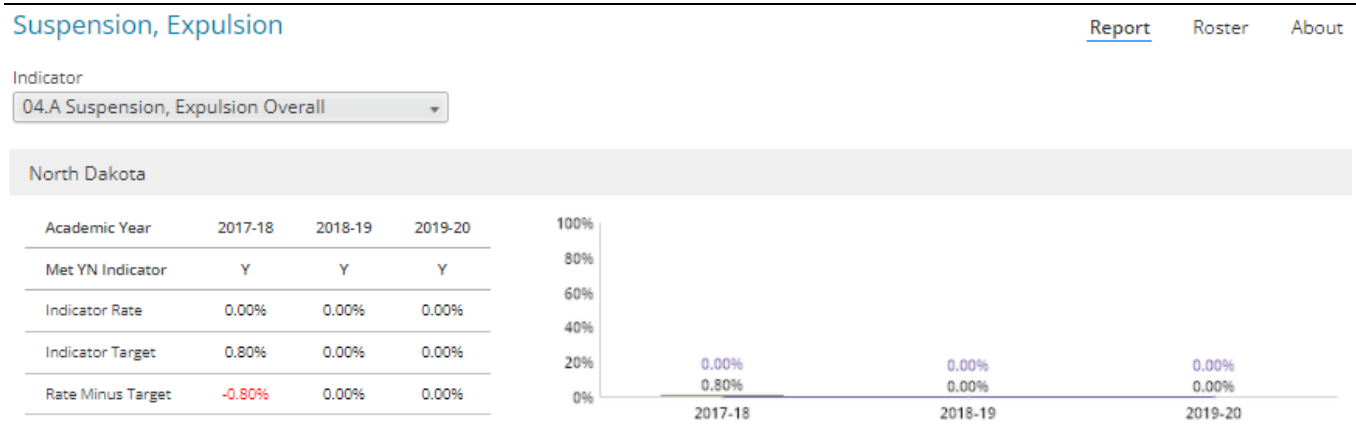


FIGURE 13: EXAMPLE SUSPENSION, EXPULSION CHART

## LEAST RESTRICTIVE ENVIRONMENT (LRE)

---

### **DESCRIPTION**

Federal special education law, or IDEA, has two important requirements for a child's placement:

1. A child with an IEP should be with kids in general education to the "maximum extent that is appropriate."
2. Special classes, separate schools, or removal from the general education class should only happen when a child's learning or thinking difference — a "disability" under IDEA — is so severe that "supplementary aids and services can't provide the child with an appropriate education."<sup>2</sup>

### Prior to 2021-2022:

#### **Indicator 5: Least Restrictive Environment (LRE): School Age**

- A. Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day.
- B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day.
- C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.

#### **Indicator 6: Least Restrictive Environment (LRE): Preschool**

- A. Percent of children with IEPs aged 3 through 5 attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- B. Percent of children with IEPs aged 3 through 5 attending a separate special education class, separate school, or residential facility.

### 2021-22 and following:

#### **Indicator 5: Educational Environments**

The educational environment data consists of the percent of children with Individualized Education Programs (IEPs) aged 5 (who are enrolled in Kindergarten) through 21 who are served (a) inside the regular class 80% or more of the day, (b) inside the regular class less than 40% of the day, and (c) in separate schools, residential facilities, or homebound or in a hospital placements.

#### **Indicator 6: Preschool Environments**

The preschool environment data consists of the percent of children with Individualized Education Programs (IEPs) ages 3, 4 and 5 (who are enrolled in a preschool program) who are receiving programming in (a) a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (b) a separate special education class, separate school, or residential facility and, (c) the home.

---

<sup>2</sup> Morin, Amanda. What Is Least Restrictive Environment (LRE)? Understood.org. Web. 03 Sept. 2021.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

**FILTERS**

Dynamic Filters: *Indicator*

*Indicator:* This is where you choose the LRE group: LRE IEPs 6-21 regular class > 80%, LRE IEPs 6-21 regular class < 40%, LRE IEPs 6-21 separate class or facility, LRE IEPs 3-5 regular class or facility, or LRE IEPs 3-5 separate class or facility.

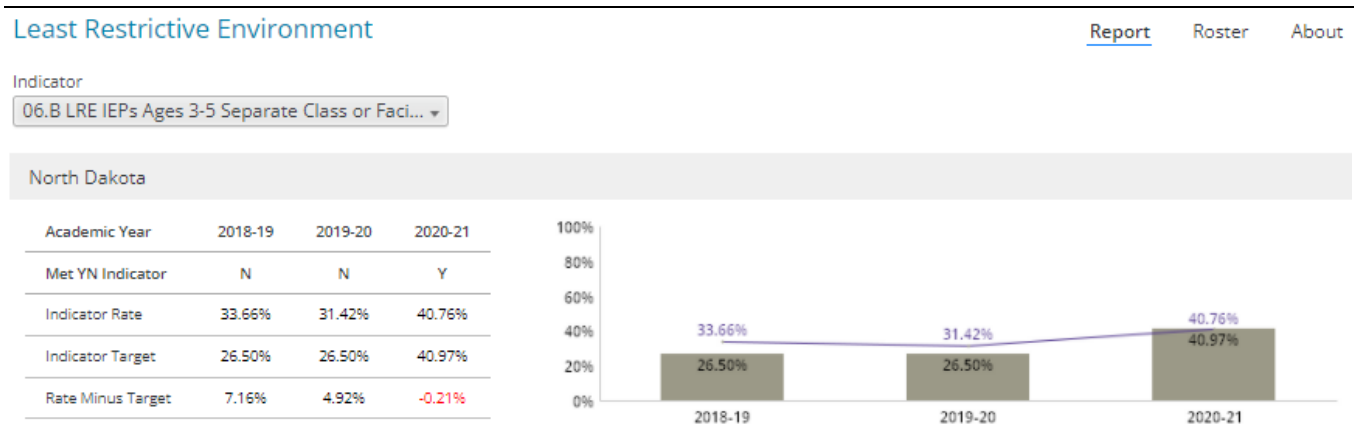


FIGURE 14: EXAMPLE LEAST RESTRICTIVE ENVIRONMENT (LRE) CHART

## SOCIAL EMOTIONAL SKILLS

### DESCRIPTION

Social-emotional skills form the foundation of how students interact with their peers, respond to stressors, and process their thoughts and feelings both in and out of the classroom.<sup>3</sup>

#### Indicator 7a: Social-Emotional Skills Growth

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

### FILTERS

Dynamic Filters: *Indicator*

*Indicator:* This is where you choose if you want to see Social-emotional Skills by growth or functioning.

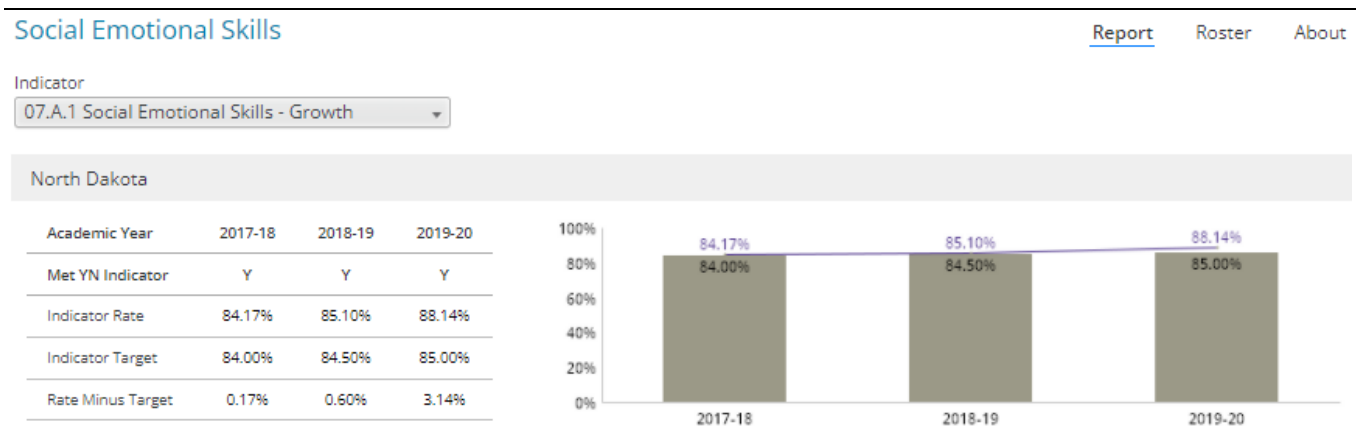


FIGURE 15: EXAMPLE SOCIAL EMOTIONAL SKILLS CHART

<sup>3</sup> "100+ Social-Emotional Skills IEP Goals [The Complete List]." Positive Action. Positive Action, Inc, 16 Nov. 2020. Web. 03 Sept. 2021.

## KNOWLEDGE AND SKILLS

### DESCRIPTION

#### Indicator 7b: Knowledge and Skills Growth

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).

Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

### FILTERS

Dynamic Filters: *Indicator*

*Indicator:* This is where you choose if you want to see Knowledge and Skills by growth or functioning.

## Knowledge and Skills

[Report](#)

[Roster](#)

[About](#)

Indicator

07.B.1 Acquisition & Use of Knowledge & Skill...

North Dakota

Academic Year	2018-19	2019-20	2020-21
Met YN Indicator	N	Y	Y
Indicator Rate	84.50%	87.30%	89.22%
Indicator Target	85.00%	87.00%	88.89%
Rate Minus Target	-0.50%	0.30%	0.33%

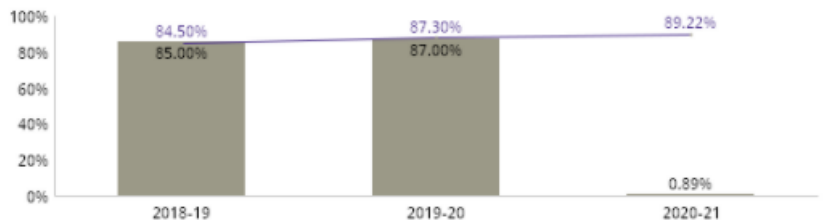


FIGURE 16: EXAMPLE KNOWLEDGE AND SKILLS CHART

## APPROPRIATE BEHAVIORS

### DESCRIPTION

District and the parents should talk about behavior as if it is one of the child’s needs. While it is not required by law, some experts say it is a good idea to have a behavior plan in the IEP if it is likely that a child’s behavior will become a problem. Behavior plans are like tools: They can be used by the school to help the child learn better ways of behaving.<sup>4</sup>

### Indicator 7c: Appropriate Behaviors Growth

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

- Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

### FILTERS

Dynamic Filters: *Indicator*

*Indicator:* This is where you choose if you want to see Appropriate Behaviors by growth or functioning.

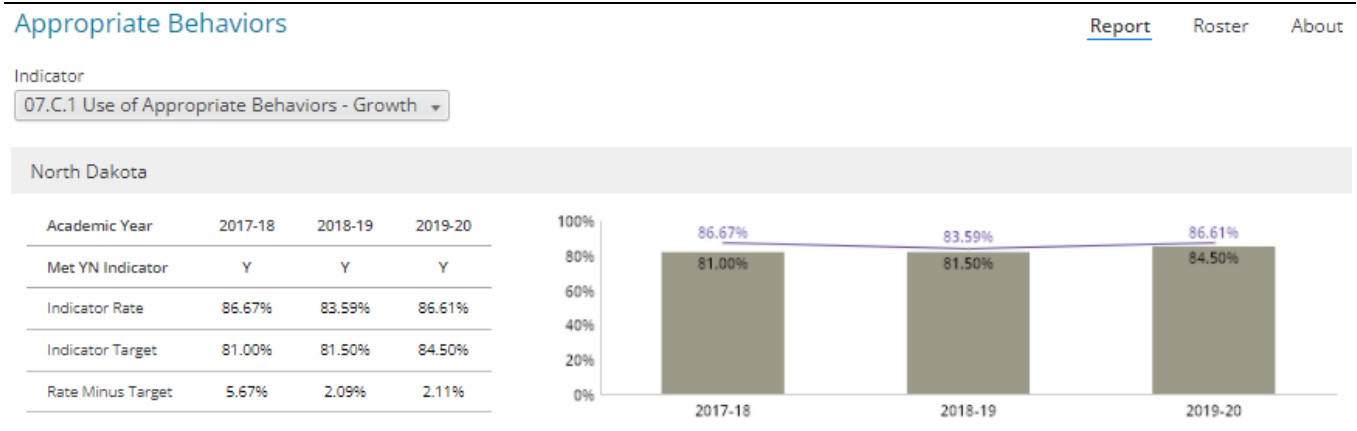


FIGURE 17: EXAMPLE APPROPRIATE BEHAVIORS CHART

<sup>4</sup> "Part 4: Special Education, Behavior and Discipline." Wisconsin Special Education Mediation System. Web. 03 Sept. 2021.

## DISPROPORTIONATE REPRESENTATION

### DESCRIPTION

The NDDPI elects to use the definition of disproportionality as articulated by the National Center for Culturally Responsive Educational Systems' (NCCRES) synopsis of provisions of IDEA 04 (October, 2005): "Disproportionality refers to comparisons made between groups of students by race or ethnicity or language who are identified for special education services. Where students from particular ethnic or linguistic groups are identified either at a greater or lesser rate than all other students then that group may be said to be disproportionately represented in special education."

A district is flagged for disproportionate representation if the Risk Ratio is 3.00 or above (considered over-representation). Risk Ratios are only determined for districts with 10 or more students in the target and comparison group.

### Indicator 9: Disproportionate Representation of Suspension/Expulsion by Race/Ethnicity

Indicator 9 is the percent of districts identified as having a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

### Indicator 10: Disability Category

Indicator 10 is the percent of districts identified as having a disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

### FILTERS

Dynamic Filters: *Indicator*

*Indicator:* This is where you choose to see Disproportionate Representation, by either Suspension / Expulsion and Race/Ethnicity, or see it by Disability Category.

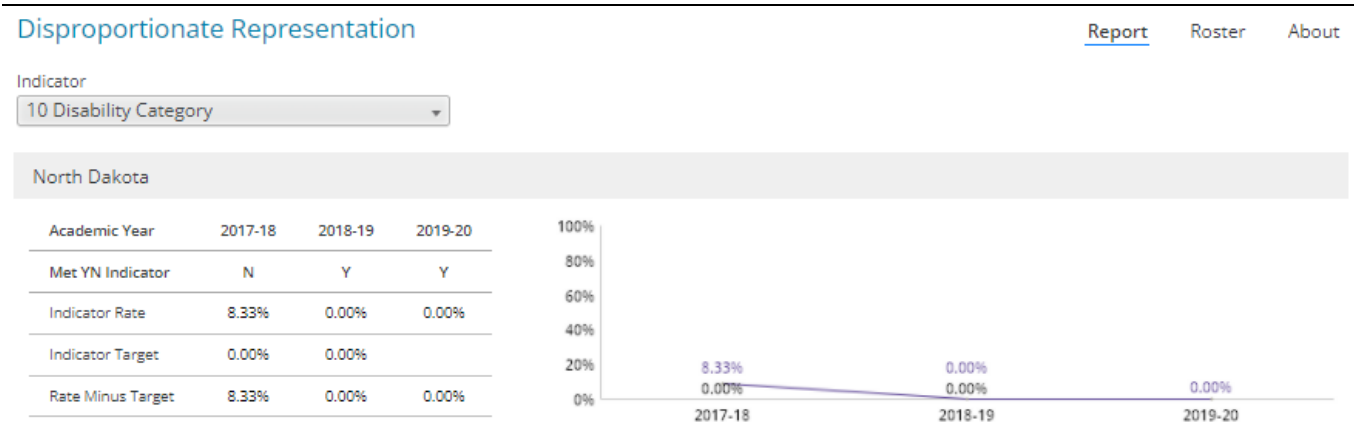


FIGURE 18: EXAMPLE DISPROPORTIONATE REPRESENTATION CHART

## EVALUATION AND TRANSITION

### DESCRIPTION

This chart shows the percentage of students who are getting evaluated within a certain amount of time or who have gotten timely, age-appropriate IEPs developed.

#### Indicator 11: Child Find

Indicator 11 is the percent of children with parental consent to evaluate, who were evaluated, and had eligibility determined within 60 calendar days.

#### Indicator 12: Early Childhood Transition

Indicator 12 is the percent of children referred by Part C (children ages birth to 3) prior to age 3, who are found eligible for Part B (children ages 3-21), and who have an IEP developed and implemented by their third birthday.

#### Indicator 13: Secondary Transition

Percent of youth aged 16-21 with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including a course of study that will reasonably enable the student to meet those measurable postsecondary goals, and annual IEP goals related to the student’s transition service needs.

There also must be evidence that a student was invited to the IEP Team meeting and, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

### FILTERS

Dynamic Filters: *Indicator*

*Indicator*: Evaluation Timelines, Preschool Transition, Secondary Transition.

## Evaluation & Transition

[Report](#) [Roster](#) [About](#)

Indicator

13 Secondary Transition

North Dakota

Academic Year	2018-19	2019-20	2020-21
Met YN Indicator	N	Y	N
Indicator Rate	99.52%	100.00%	72.39%
Indicator Target	100.00%	100.00%	100.00%
Rate Minus Target	-0.48%	0.00%	-27.61%

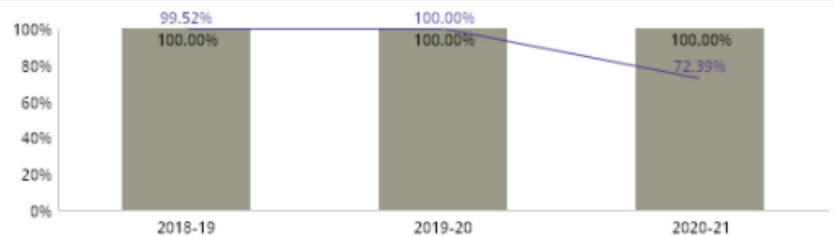


FIGURE 19: EXAMPLE EVALUATION AND TRANSITION CHART



## POST-SECONDARY OUTCOMES

### DESCRIPTION

Indicator 14 is the percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were (a) enrolled in higher education within one year of leaving high school, (b) enrolled in higher education or competitively employed within one year of leaving high school and (c) enrolled in higher education 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 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

#### Indicator 14a: Higher Education

Enrolled in higher education within one year of leaving high school. Enrolled in higher education as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (4+ year program) for at least one complete term.

#### Indicator 14b: Competitive Employment or Higher Education

Enrolled in higher education or competitively employed within one year of leaving high school. Competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days.

#### Indicator 14c: Any Education, Training, or Employment

Enrolled on a full- or part-time basis for at least 1 complete term in an education or training program at any time in the year since leaving high school. In addition, “some other employment” means youth have worked for pay or been self-employed for a period of at least 90 days.

The Gray Bars are the targets for each year. The Purple Line is the actual values for each year.

### FILTERS

Dynamic Filters: *Indicator*

*Indicator:* Higher Education, Competitive Employment or Higher Ed, and Any Education/Training/Employment.

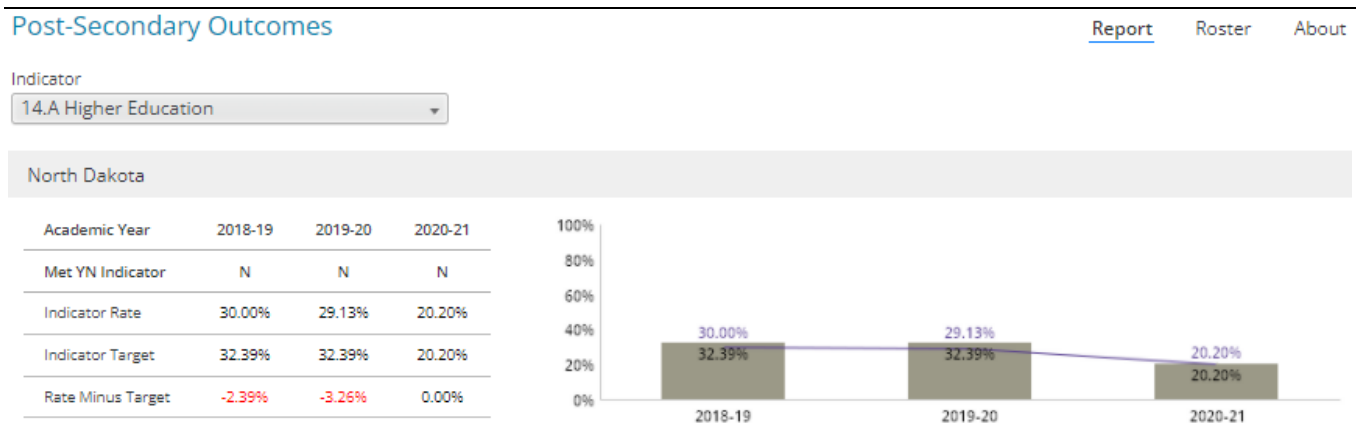


FIGURE 20: EXAMPLE POST-SECONDARY OUTCOMES CHART

# USE CASES

## SPECIAL EDUCATION SCENARIO

### APPROPRIATE BEHAVIORS

#### DESCRIPTION

District and the parents should talk about behavior as if it is one of the child’s needs. While it is not required by law, some experts say it is a good idea to have a behavior plan in the IEP if it is likely that a child’s behavior will become a problem. Behavior plans are like tools: They can be used by the school to help the child learn better ways of behaving.<sup>5</sup>

Appropriate Behavior Indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

- Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

#### USE CASE

Find the Growth and Functioning percentages in the East Central Special Ed Unit for the District Carrington 49 and compare how each Rate is doing compared to their Target. The purple line is the Indicator (Actual) Rate and the gray bars are the Target Rates.

**STEP 1:** Determine if the static filters need to change. In this case, they do because we are only wanting a particular special education unit and a particular district, for school year 2020-21:

---

Academic Year	Special Ed Unit	District
2020-21	East Central Special Ed Unit	Carrington 49

---

Once you have set those, they will stay the same for both charts.

**STEP 2:** On the Appropriate Behaviors chart, set the Dynamic filters for first chart (The Growth percentage). Since we want to see the results by Growth, the Indicator filter will be set to “07.C.1 Use of Appropriate Behaviors - Growth”.

---

<sup>5</sup> "Part 4: Special Education, Behavior and Discipline." Wisconsin Special Education Mediation System. Web. 03 Sept. 2021.

Indicator

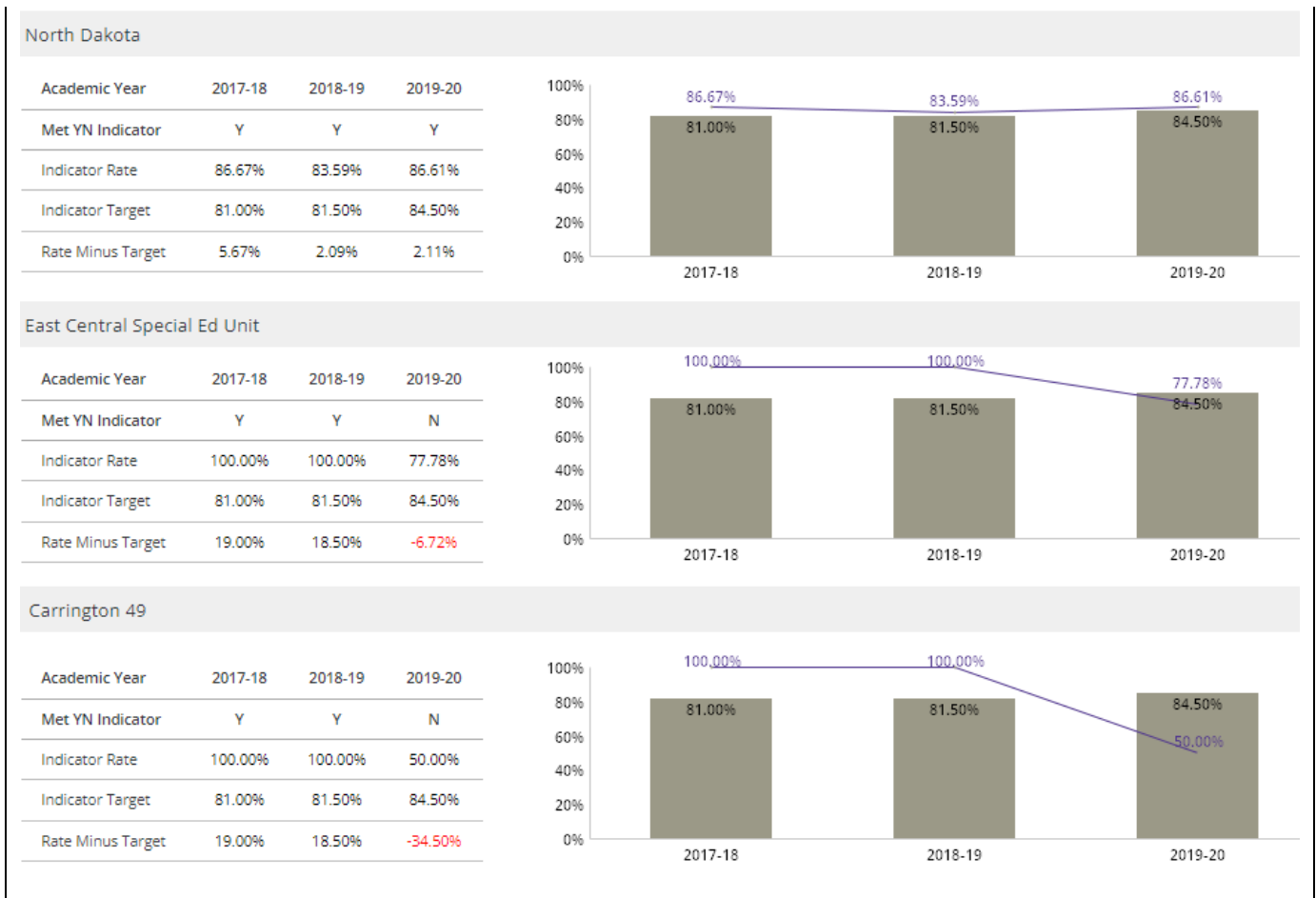
07.C.1 Use of Appropriate Behaviors - Growth ▾

07.C.1 Use of Appropriate Behaviors - Growth

07.C.2 Use of Appropriate Behaviors - Functioning

Here are the results for Growth:

The Gray Bars are the Target Rates, and the Purple Line is the Actual Rate.



**FIGURE 21: USE CASE: APPROPRIATE BEHAVIORS GROWTH FOR DISTRICT CARRINGTON 49 IN SPECIAL EDUCATION UNIT EAST CENTRAL**

As you can see, both the Special Education Unit and the District were doing well in the school years 2017-18 and 2018-19, but had a drop off in 2019-20.

Now we want to see the same data, but for Functioning

STEP 3: Set Dynamic filters for second chart (The Functioning percentage). Since we want to see the results by Functioning, the Indicator filter will be set to “07.C.2 Use of Appropriate Behaviors – Functioning.”



Here are the results for Functioning:

Again, the Gray Bars are the Target Rates, and the Purple Line is the Actual Rate.

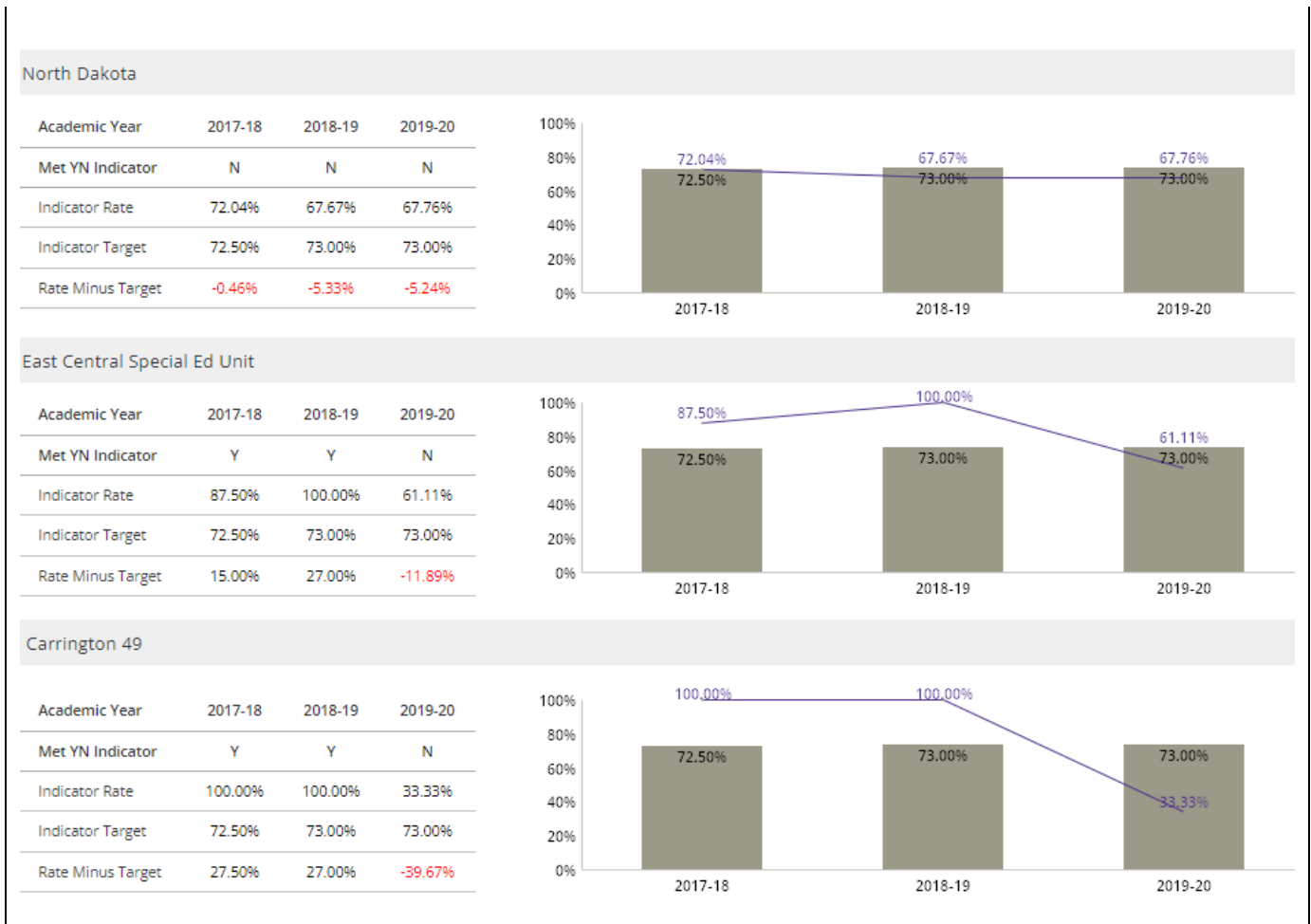


FIGURE 22: USE CASE: APPROPRIATE BEHAVIORS FUNCTIONING FOR DISTRICT CARRINGTON 49 IN SPECIAL EDUCATION UNIT EAST CENTRAL

While the percentages are slightly different than the first chart, the pattern remains the same: both the SPED Unit and the District were doing well in 2017-18 and 2018-19, but had a drop off in 2019-20.

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