



Tripoli Comm School District (6471) Profile
Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B
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UPDATES

States are required by the federal Individuals with Disabilities Education Act (IDEA) to develop and submit a state performance plan (SPP) at least every six years, reporting on the performance of the state against the targets set in the annual performance report (APR). A new six year plan began with the submission of the FFY 2020 SPP/APR, thus there are three years of data reported. Previous data profiles have been archived and are available by request.

New indicators as of FFY 2020 SPP/APR:

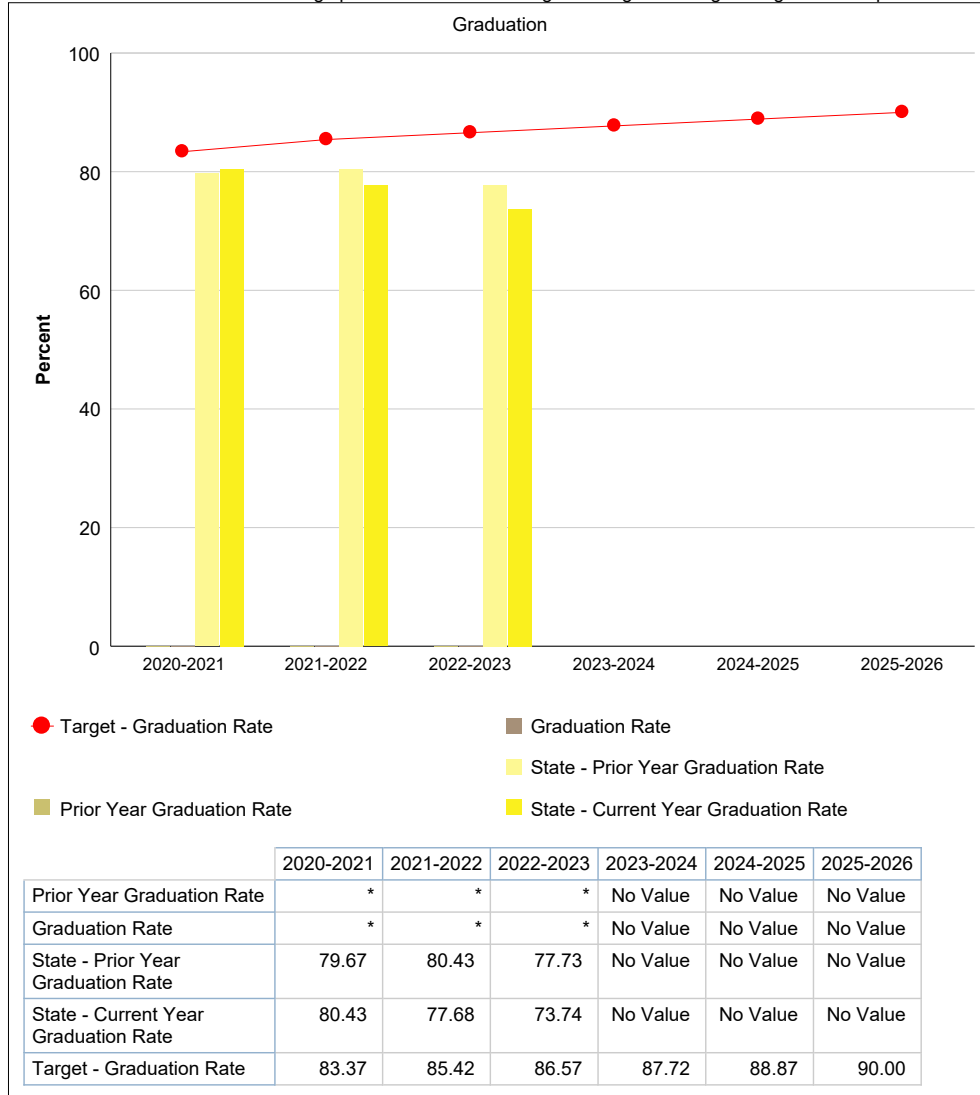
- Indicator 3A, 3B, 3C, 3D
- Indicator 6C

Updated indicators beginning with FFY 2020 SPP/APR:

- Indicator 1 (data source change)
- Indicator 5 (remove 5 year olds enrolled in kindergarten from population)
- Indicator 6 (add 5 year olds enrolled in kindergarten to population)
- Indicator 9 (add 5 year olds enrolled in kindergarten to population)

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Indicator B1: Percent of students with IEPs exiting special education due to graduating with a regular high school diploma.



Data source: SRI

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

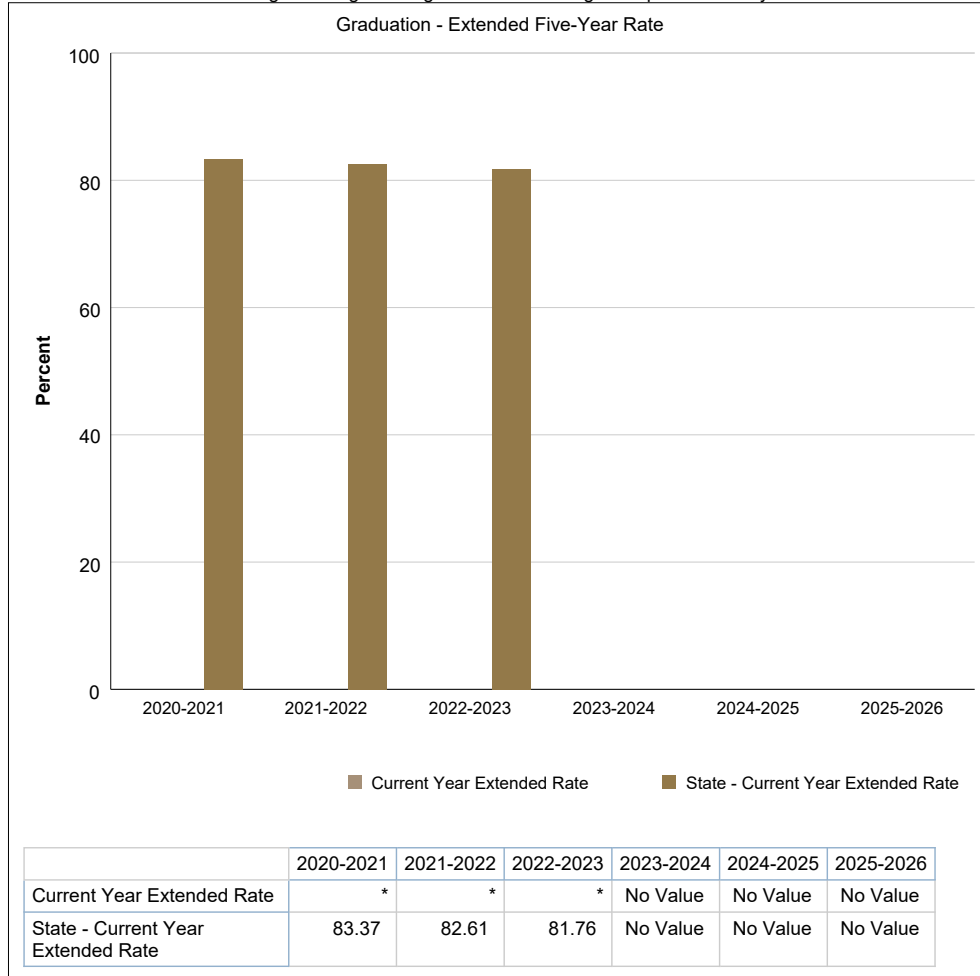
* Data has been masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 5 students were reported in a grade or standard
- 2) All students were reported in a single performance category

Note: The data for Indicator B1 lag one year. This means that the data reported for FFY 2022 (2022-23) were collected during the 2021-2022 school year. The US Department of Education's Office of Special Education Programs defined the measurement for Indicator B1. The numerator is the number of students who exit special education by graduating. The denominator is the sum of students who exit special education by graduating with a regular high school diploma, reaching maximum age, and dropping out.

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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B1: Percent of students with IEPs graduating from high school with a regular diploma in five years or less.



Data source: SRI

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

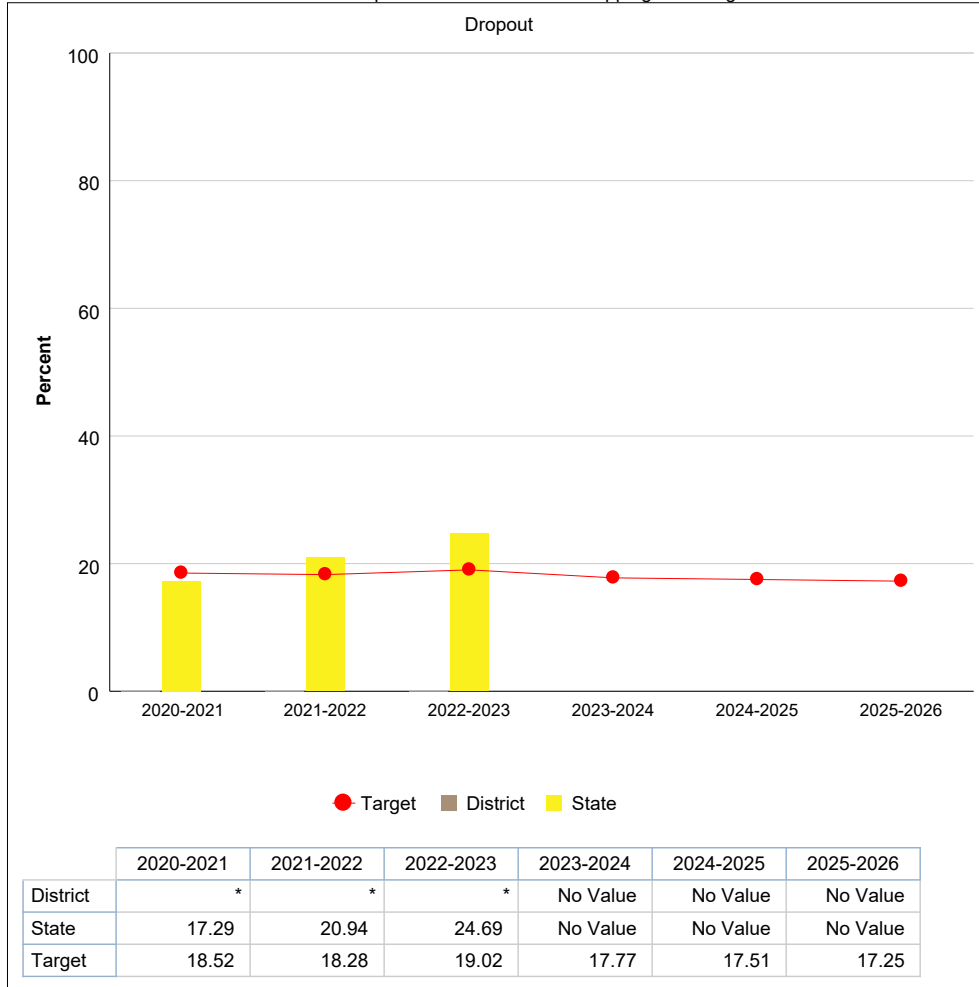
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Note: The data for Graduation lag one year. This means that the data reported for FFY 2022 (2022-23) were collected during the 2021-2022 school year.

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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B2: Percent of students with IEPs who exited special education due to dropping out of high school.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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- 2) All students were reported in a single performance category

Note: The data for Indicator B2 lag one year. This means that the data reported for FFY 2022 (2022-23) were collected during the 2021-2022 school year. The US Department of Education's Office of Special Education Programs defined the measurement for Indicator B2. The numerator is the number of students who exit special education by dropping out. The denominator is the sum of students who exit special education by graduating with a regular high school diploma, reaching maximum age, and dropping out.

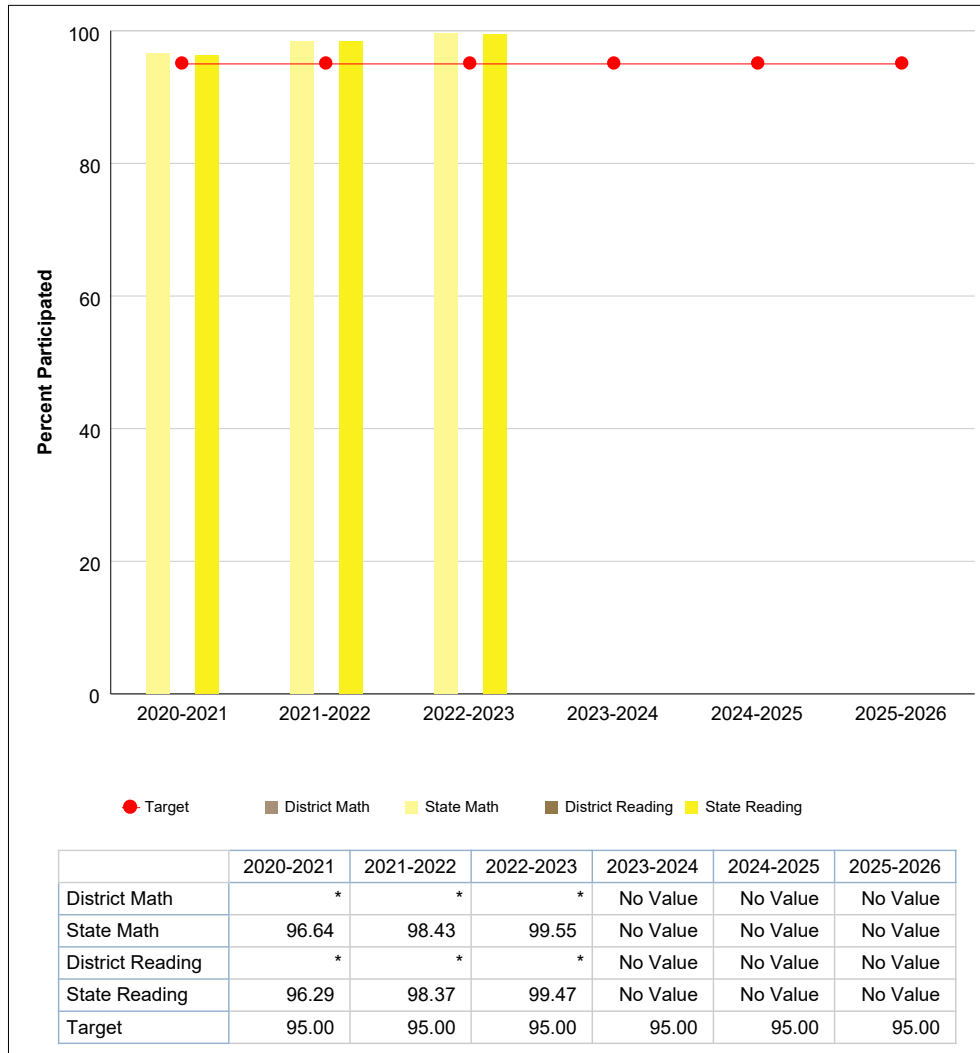
Tripoli Community School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3A: Participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, or alternate assessment against alternate standards.

4th Grade Participation



Data Source: AYP database

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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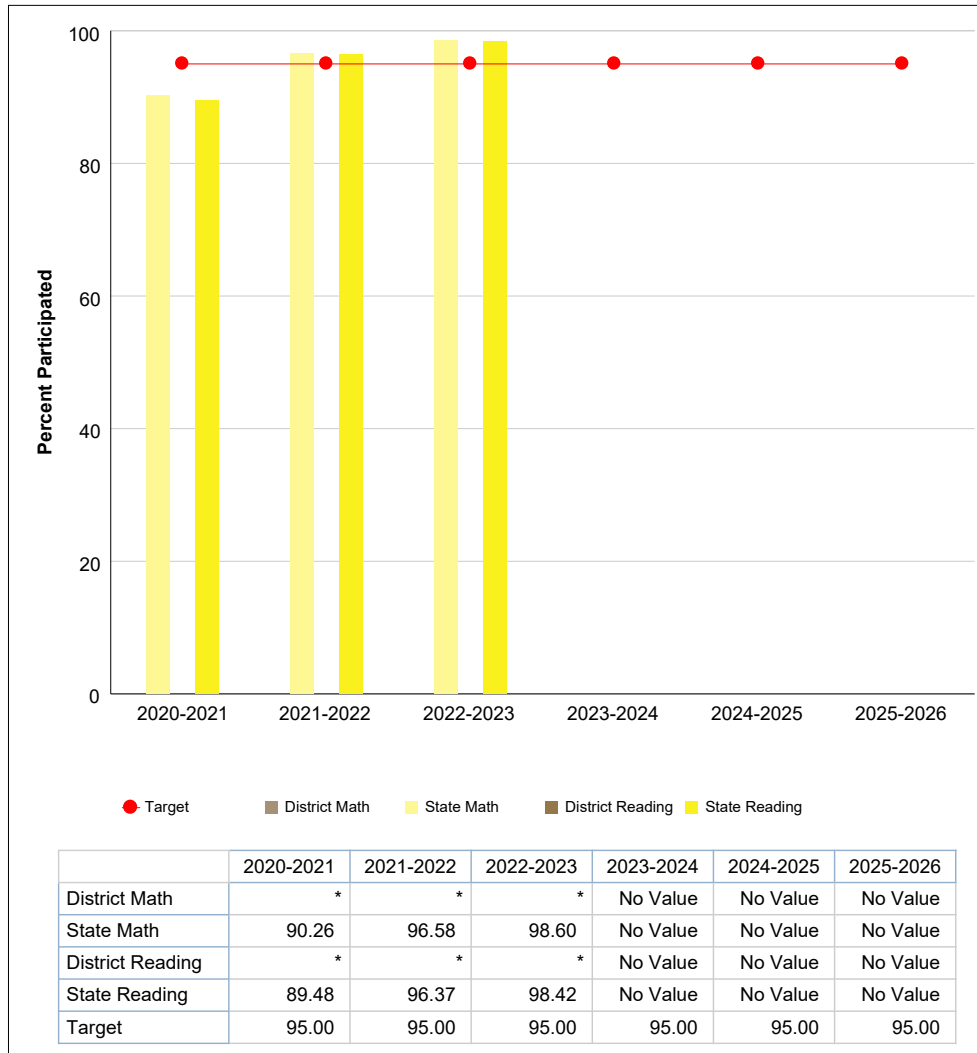
Tripoli Community School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3A: Participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, or alternate assessment against alternate standards.

8th Grade Participation



Data Source: AYP database

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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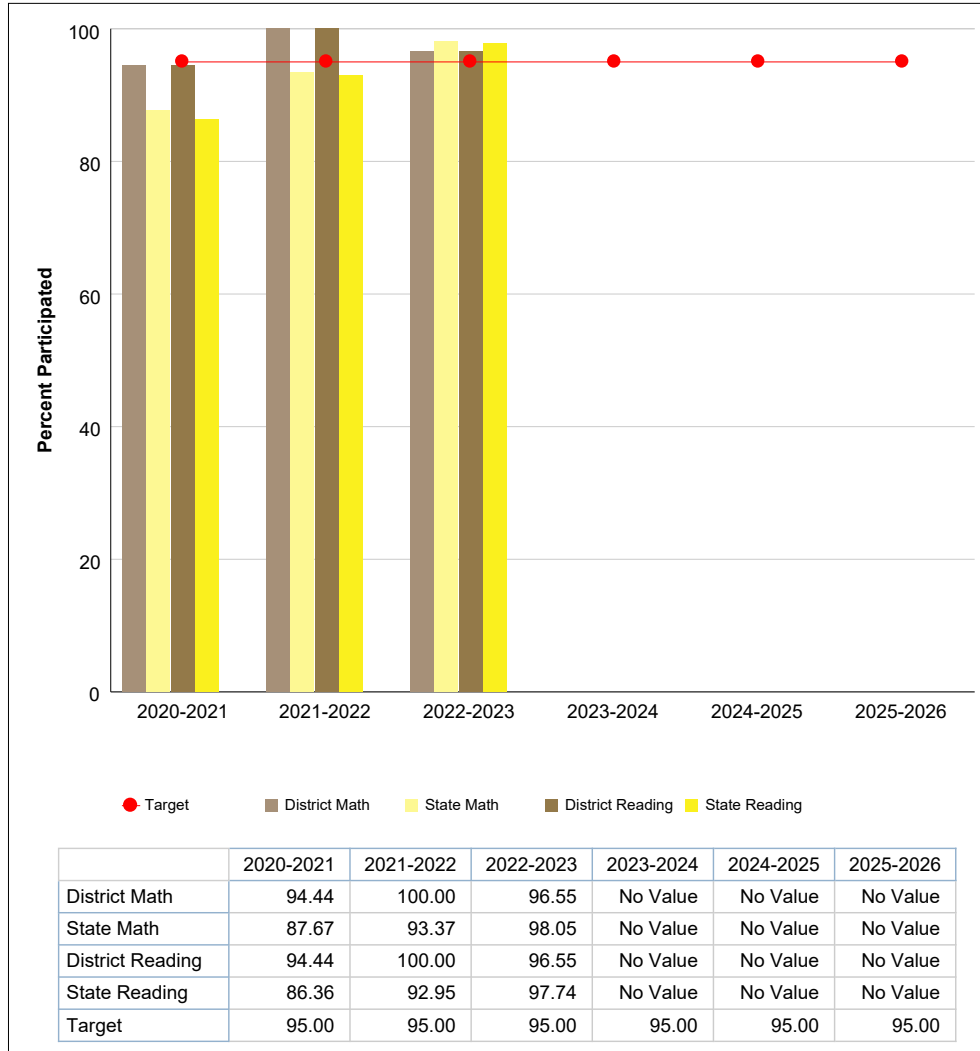
Tripoli Community School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3A: Participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, or alternate assessment against alternate standards.

High School (9th-11th Grades) Participation



Data Source: AYP database

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

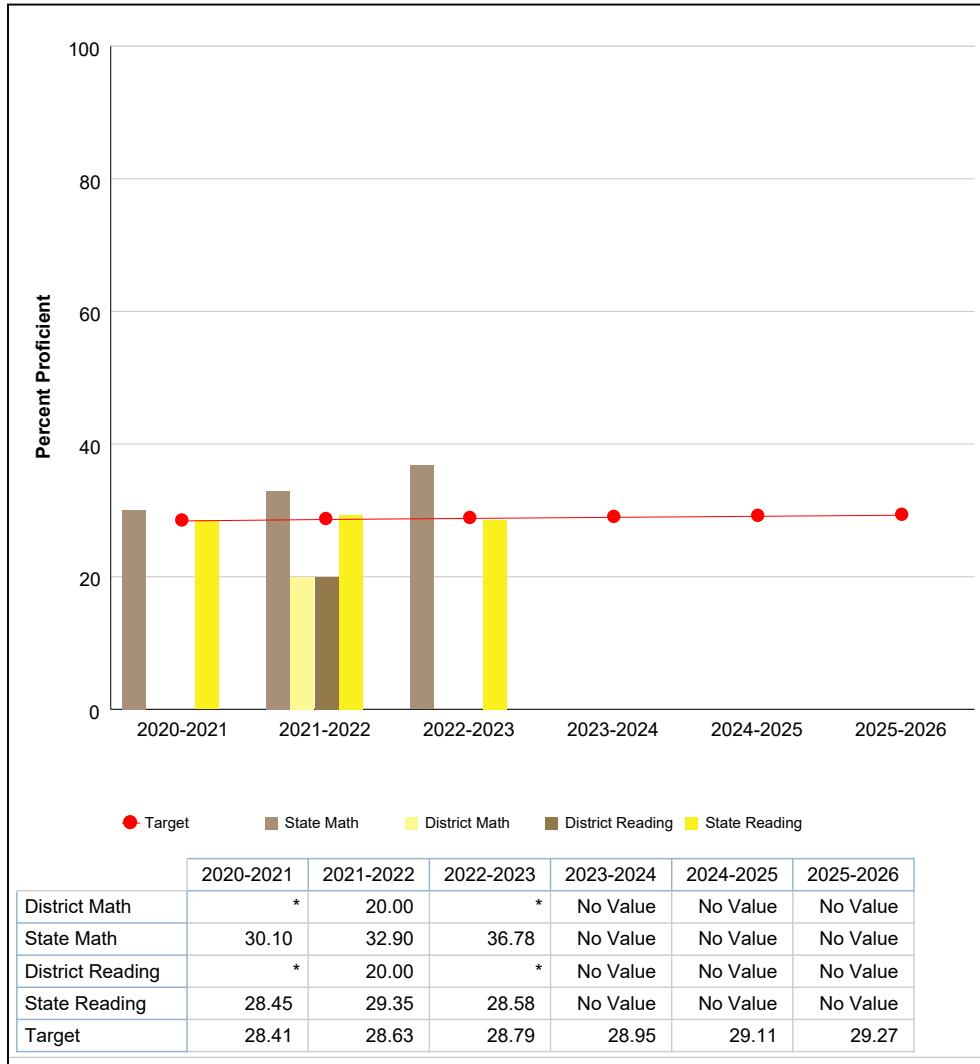
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Tripoli Community School District (6471) Profile
Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Proficiency rate for students with IEPs against grade level academic achievement standards.

4th Grade Proficiency



Data Source: AYP database

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

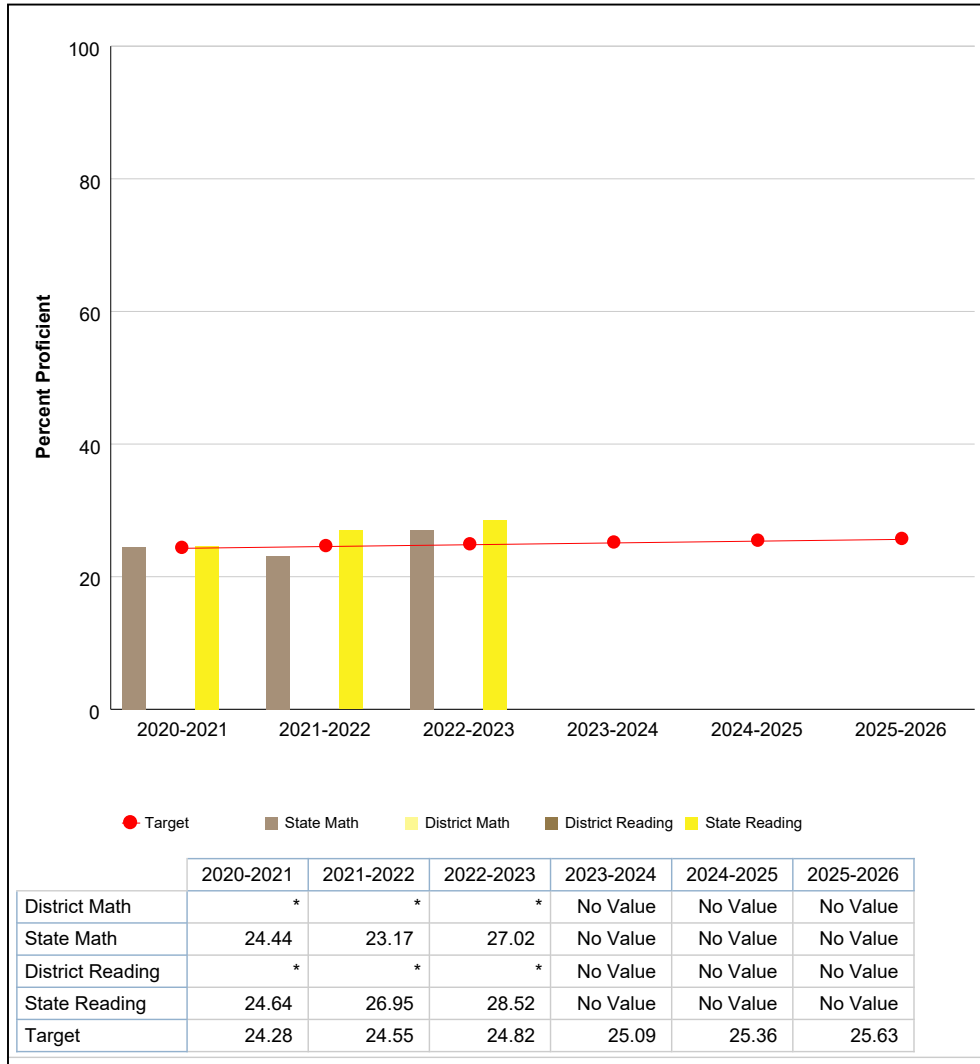
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Tripoli Community School District (6471) Profile
Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Proficiency rate for students with IEPs against grade level academic achievement standards.

8th Grade Proficiency



Data Source: AYP database

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

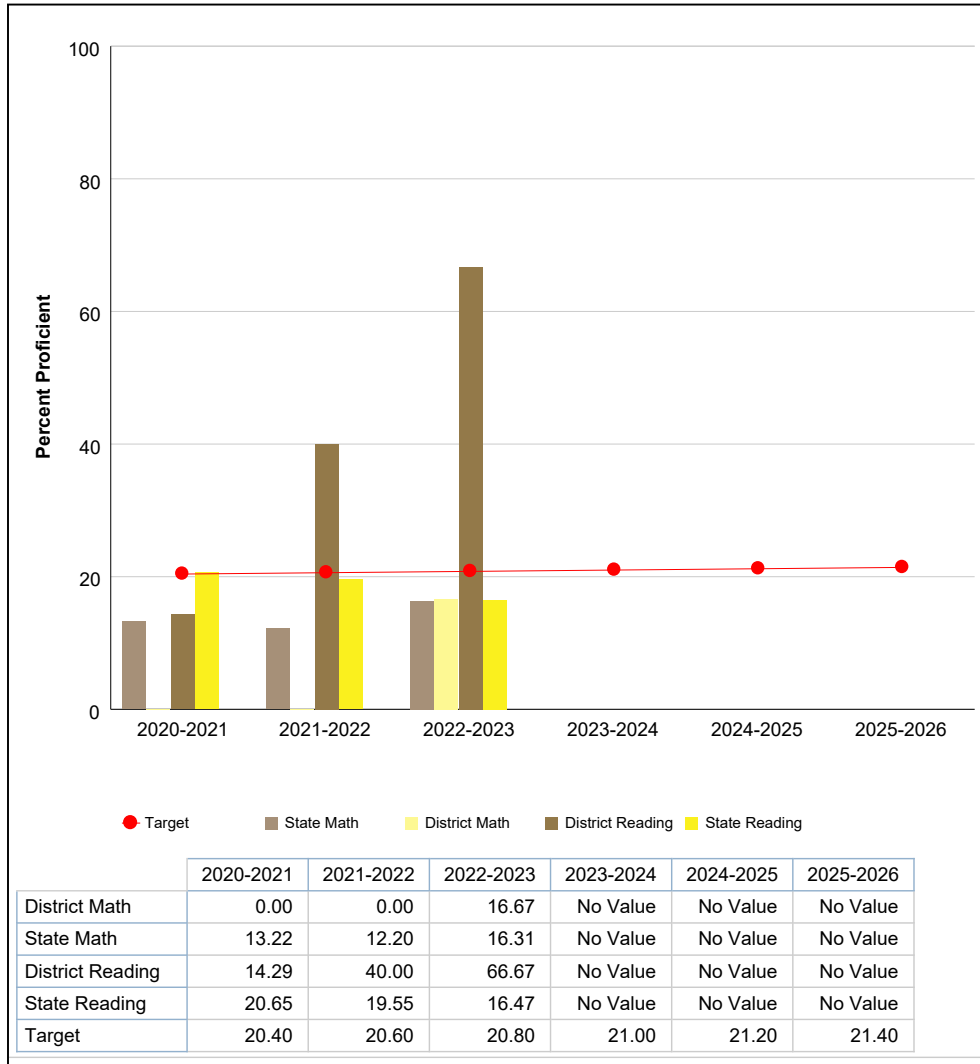
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Tripoli Community School District (6471) Profile
Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Proficiency rate for students with IEPs against grade level academic achievement standards.

High School (9th-11th Grades) Proficiency



Data Source: AYP database

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

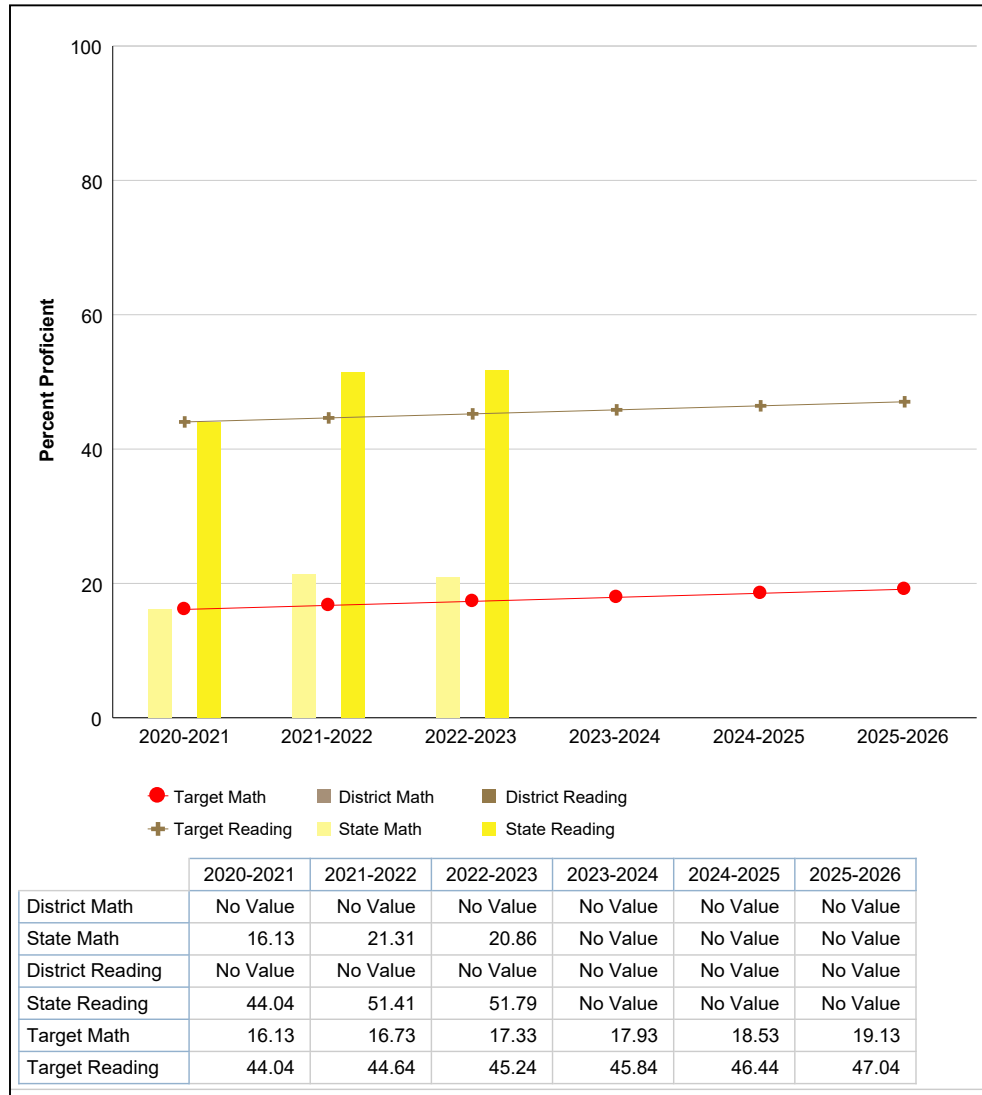
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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against alternate achievement standards.

4th Grade Proficiency

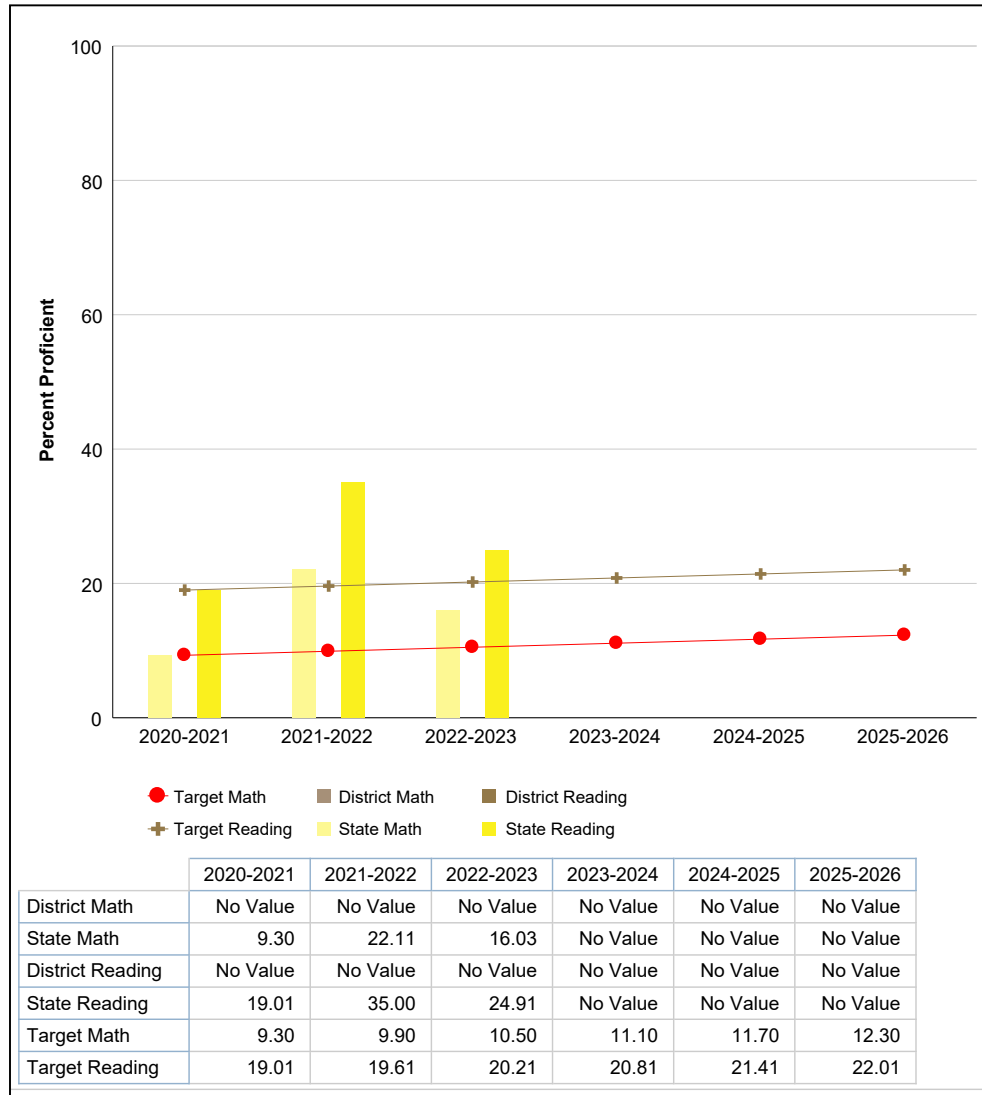


Data Source: AYP database
Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against alternate achievement standards.

8th Grade Proficiency

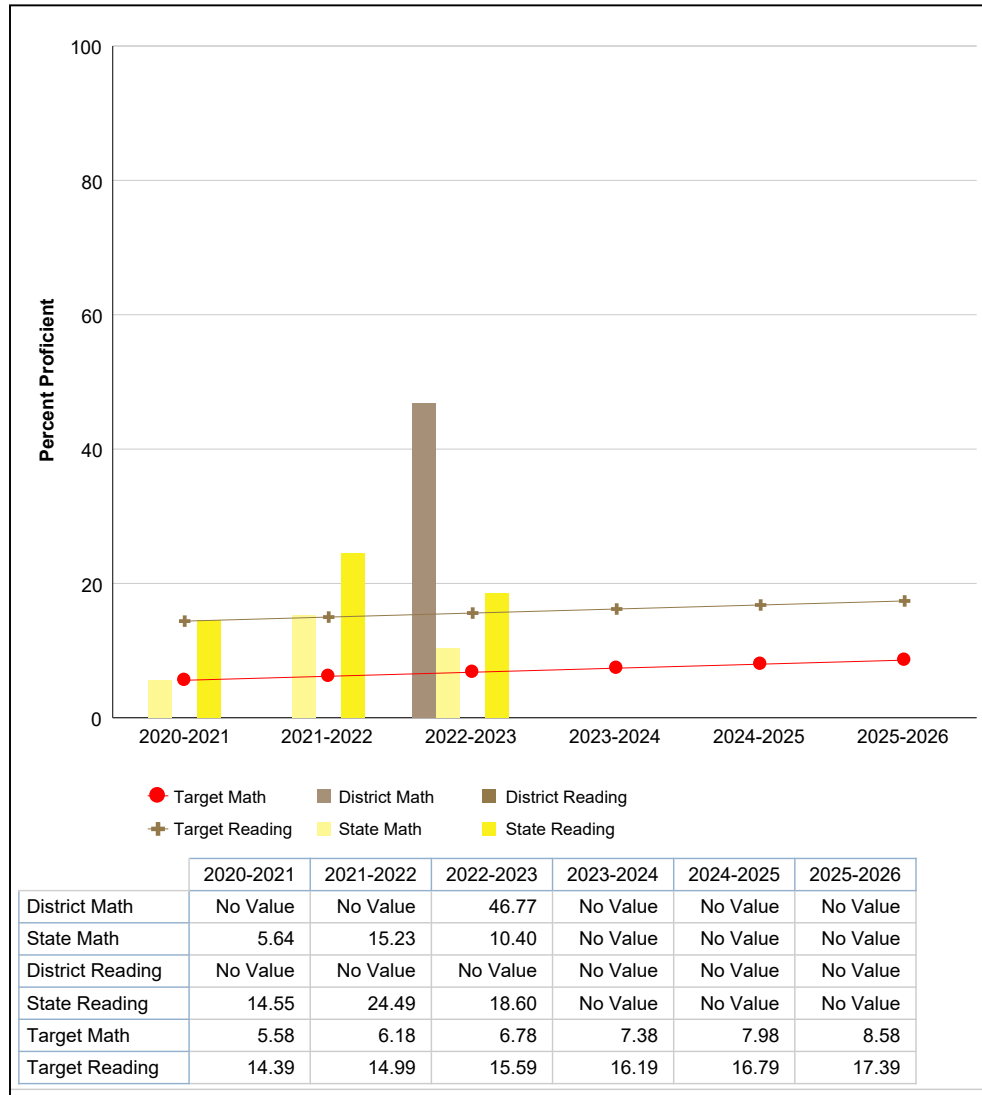


Data Source: AYP database
 Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against alternate achievement standards.

High School (9th-11th Grades) Proficiency



Data Source: AYP database
 Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

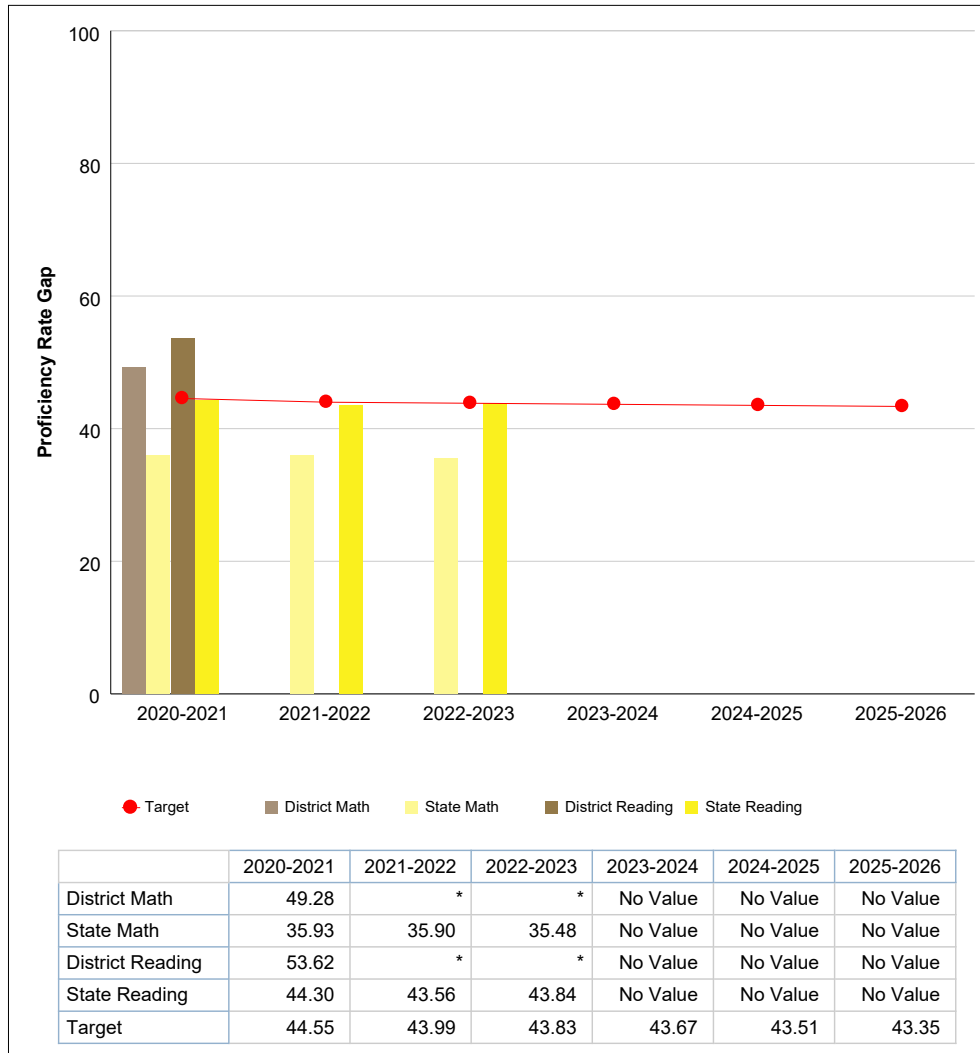
Tripoli Community School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

4th Grade Proficiency Rate Gap



Data Source: AYP database

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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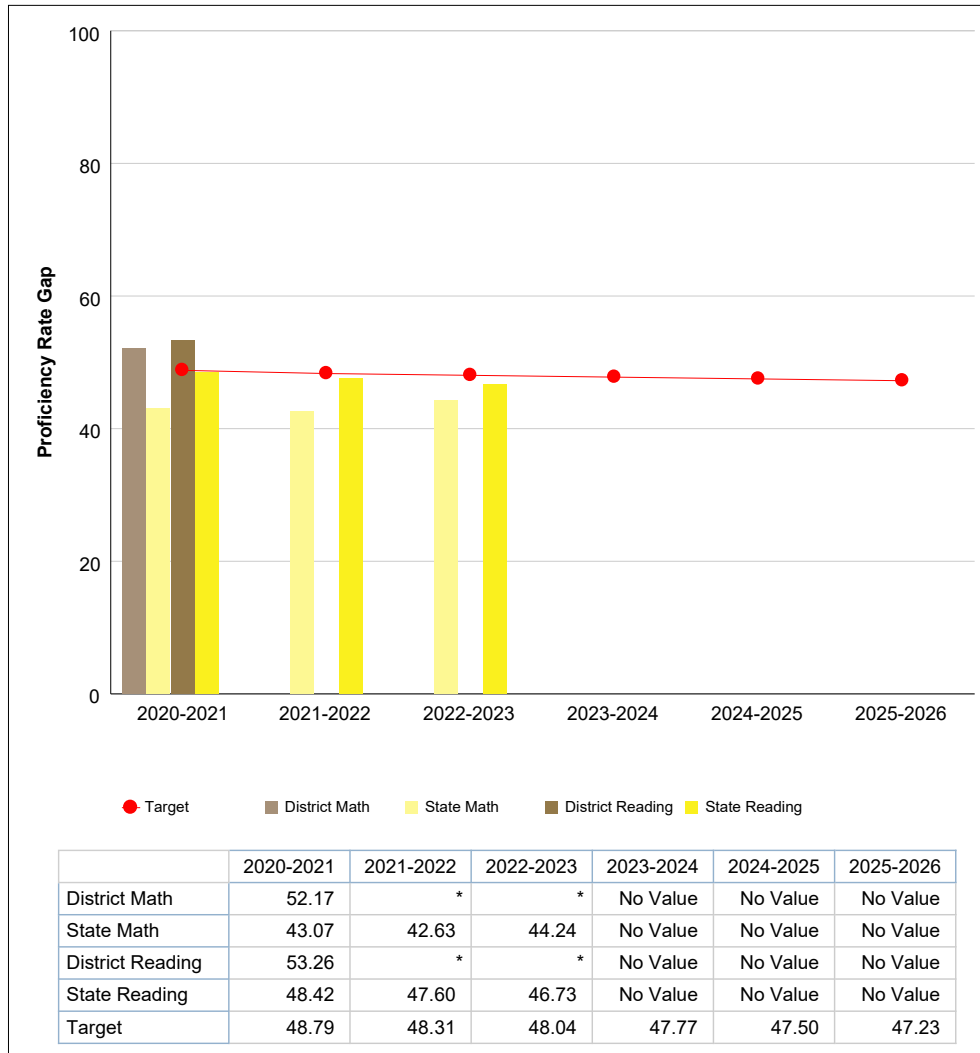
Tripoli Community School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

8th Grade Proficiency Rate Gap



Data Source: AYP database

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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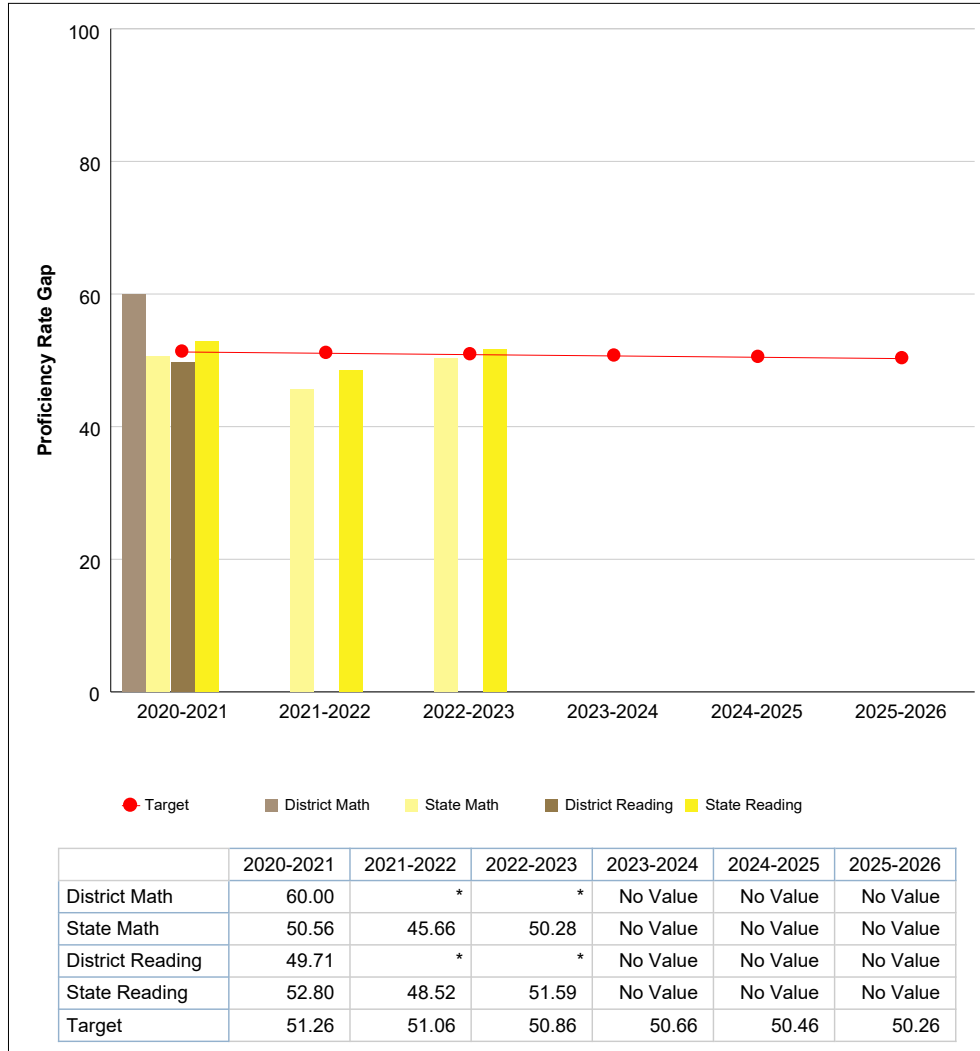
Tripoli Community School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

High School (9th-11th Grades) Proficiency Rate Gap



Data Source: AYP database

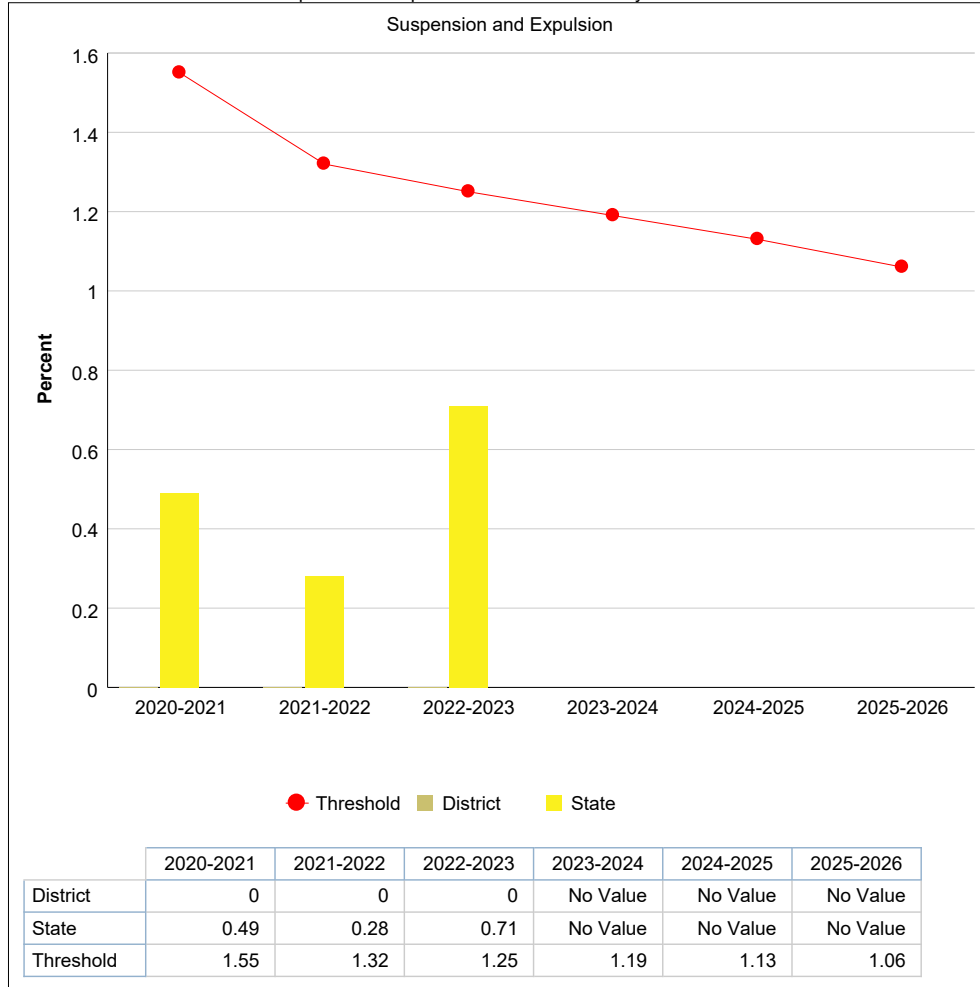
Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B4A: Percent of students with IEPs suspended or expelled for more than 10 days.



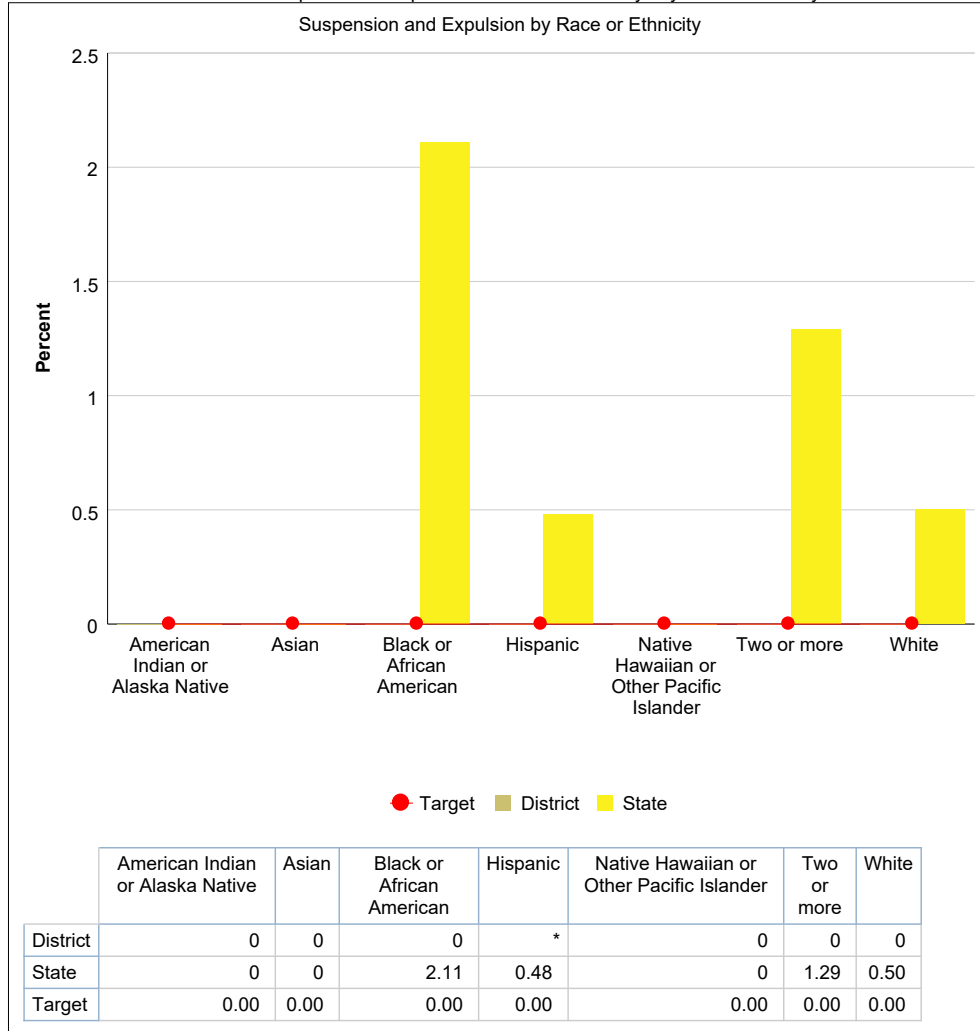
Data Source: SRI

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

Note: The data for Indicator B4A lag one year. This means that the data reported for FFY 2022 (2022-23) were collected during the 2021-2022 school year. The district and state data show the percent of students with IEPs that are suspended or expelled for greater than 10 days. The state target is for the percent of districts that have a discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, as required on the annual performance report.

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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B4B: Percent of students with IEPs suspended or expelled for more than 10 days by race or ethnicity.



Data Source: SRI

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

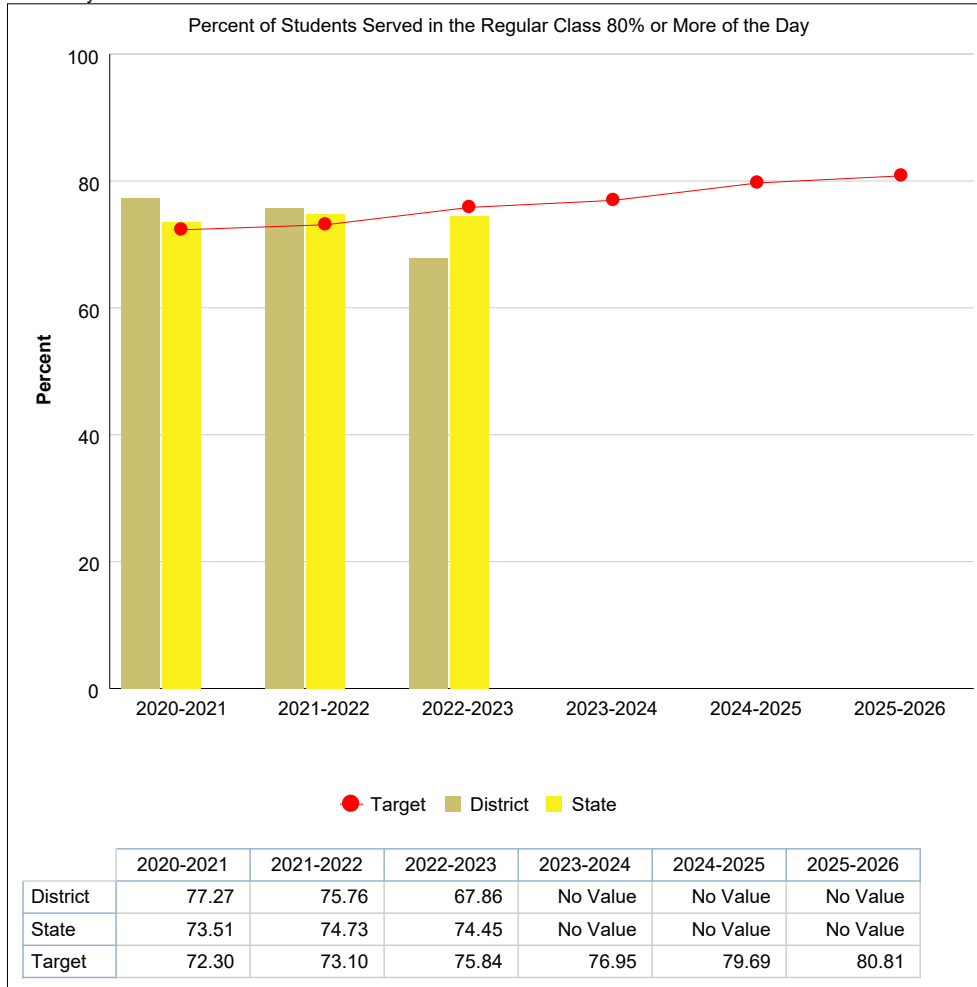
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Note: The data for Indicator B4B lag one year. This means that the data reported for FFY 2022 (2022-23) were collected during the 2021-2022 school year. The district and state data show the percent of students with IEPs that are suspended or expelled for greater than 10 days, by race and ethnicity. The state target is for the percent of districts that have 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 policies, practices or procedures that

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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

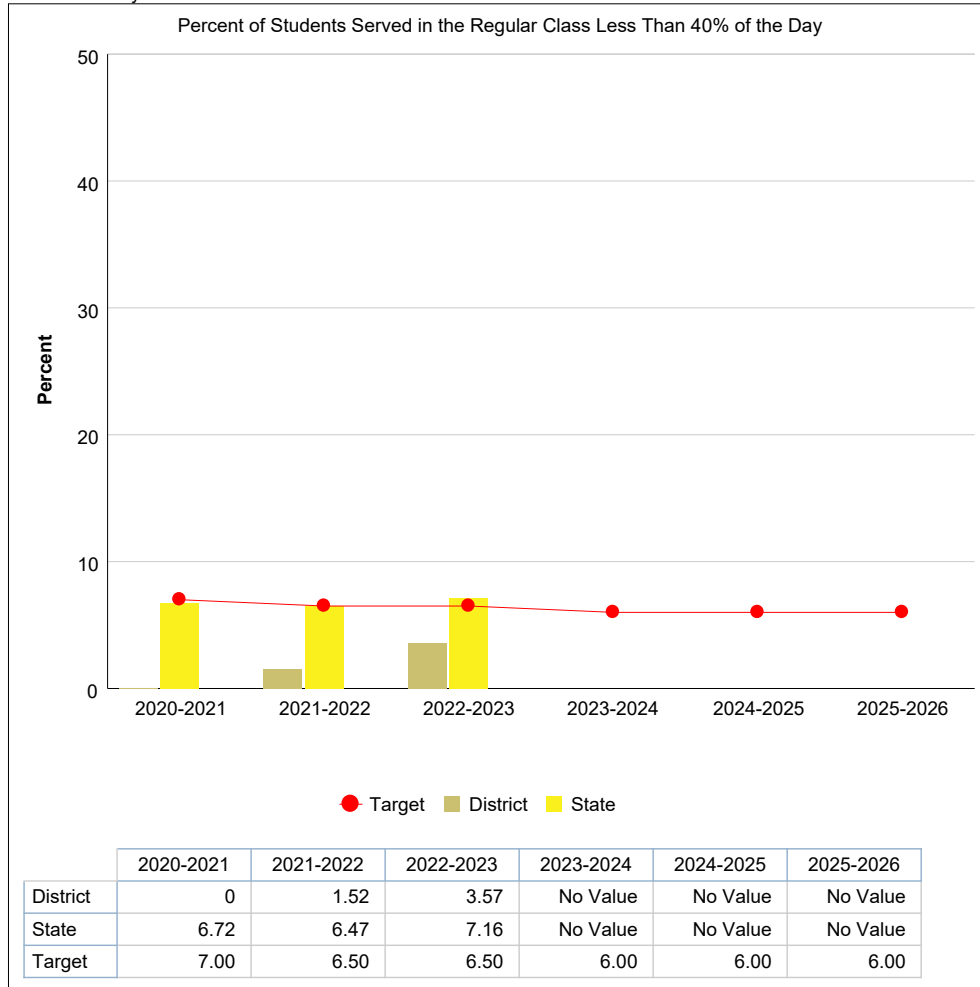
Indicator B5A: Percent of students with IEPs aged 5 and in kindergarten through 21 served inside the regular class 80% or more of the day.



Data Source: IMS
 Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

Tripoli Comm School District (6471) Profile
Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

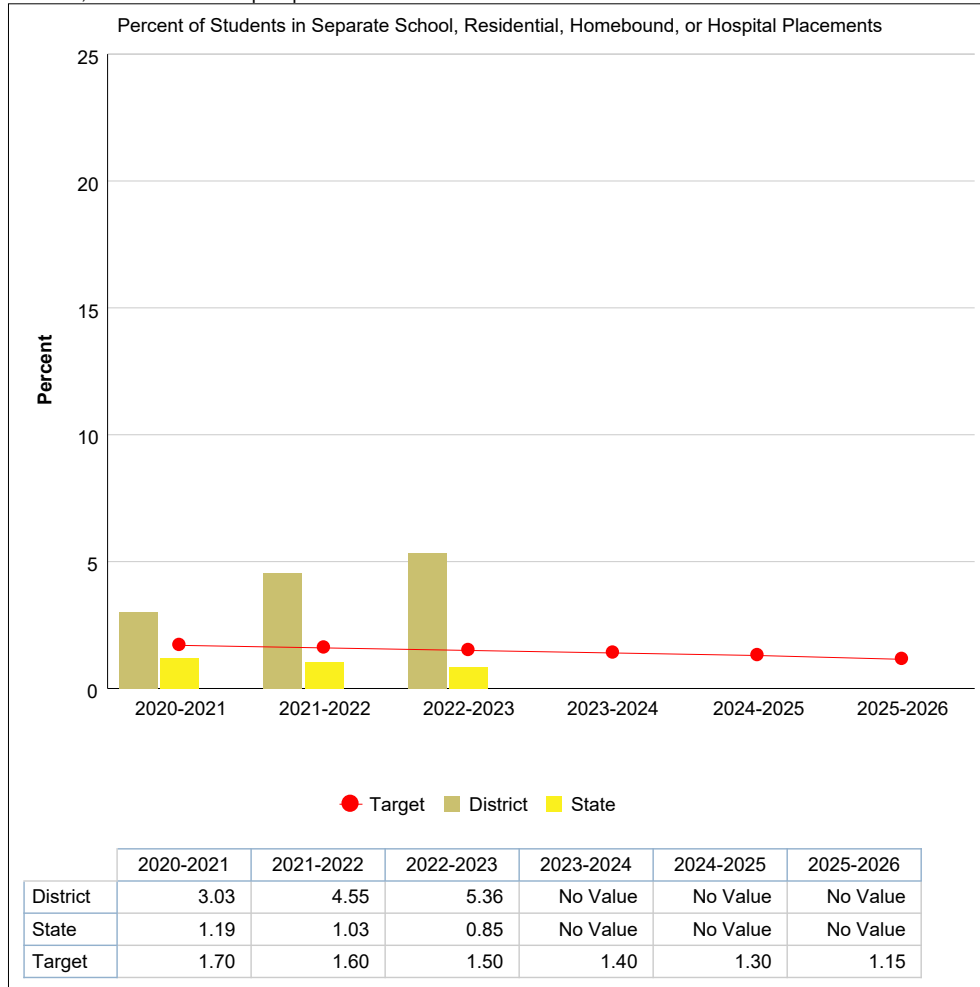
Indicator B5B: Percent of students with IEPs aged 5 and in kindergarten through 21 served inside the regular class less than 40% of the day.



Data Source: IMS
 Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

Tripoli Comm School District (6471) Profile
Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5C: Percent of students with IEPs aged 5 and in kindergarten through 21 served in separate schools, residential facilities, or homebound/hospital placements.



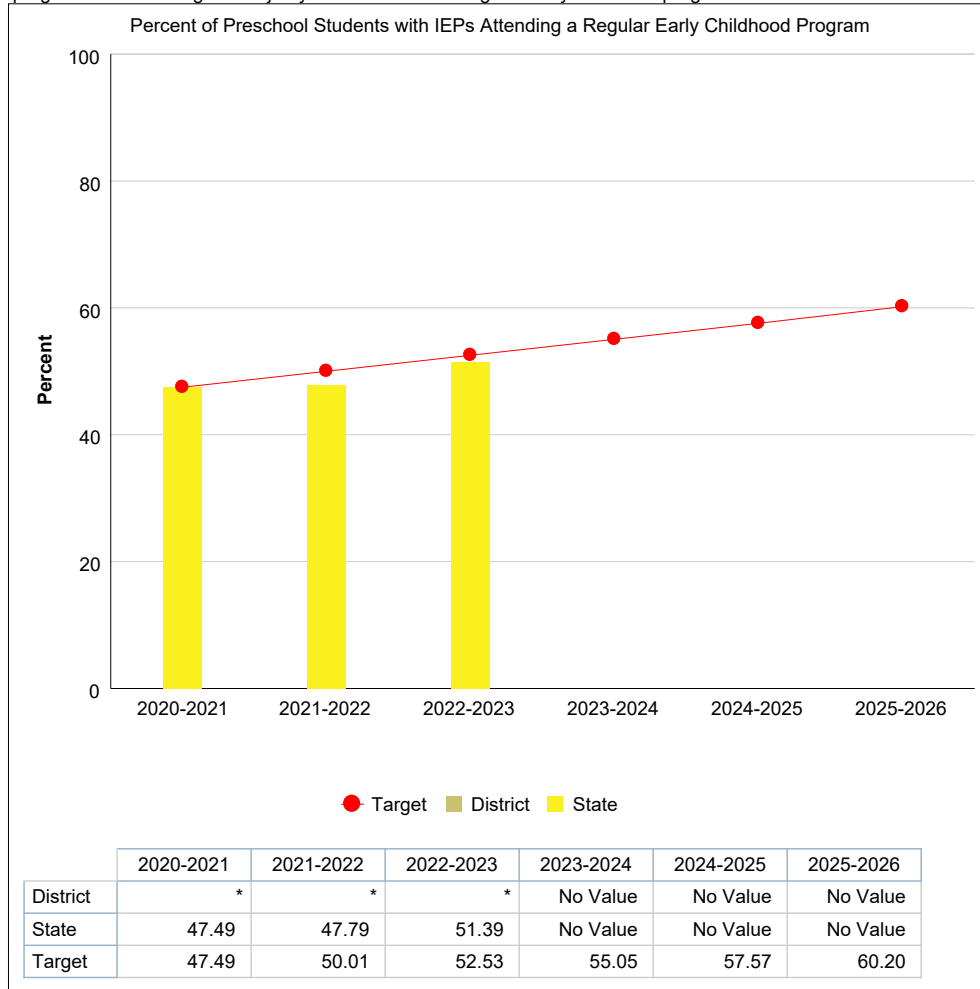
Data Source: IMS
 Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B6A: Percent of students with IEPs aged 3 through 5 and in a preschool program attending a regular early childhood program and receiving the majority of services in the regular early childhood program.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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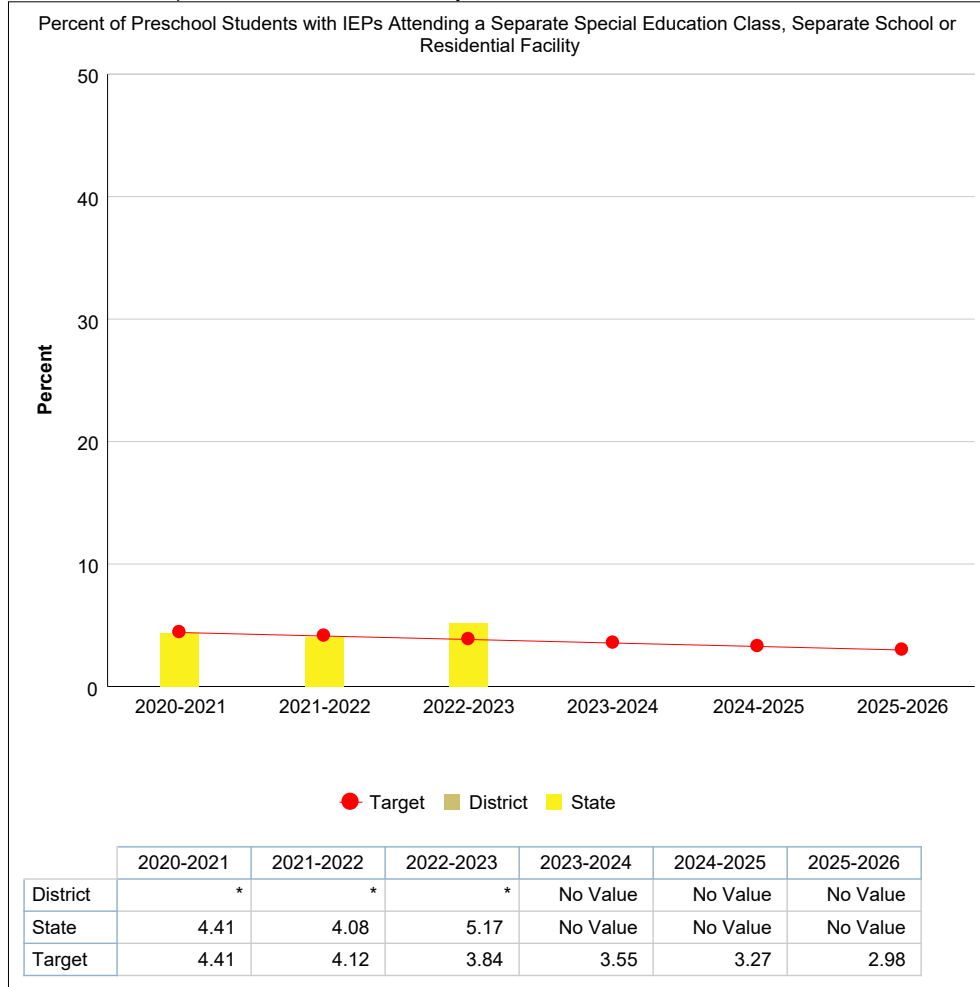
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Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B6B: Percent of students with IEPs aged 3 through 5 and in a preschool program attending a separate special education class, separate school or residential facility.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

* Data has been masked to protect the identity of students using one of the following criteria:

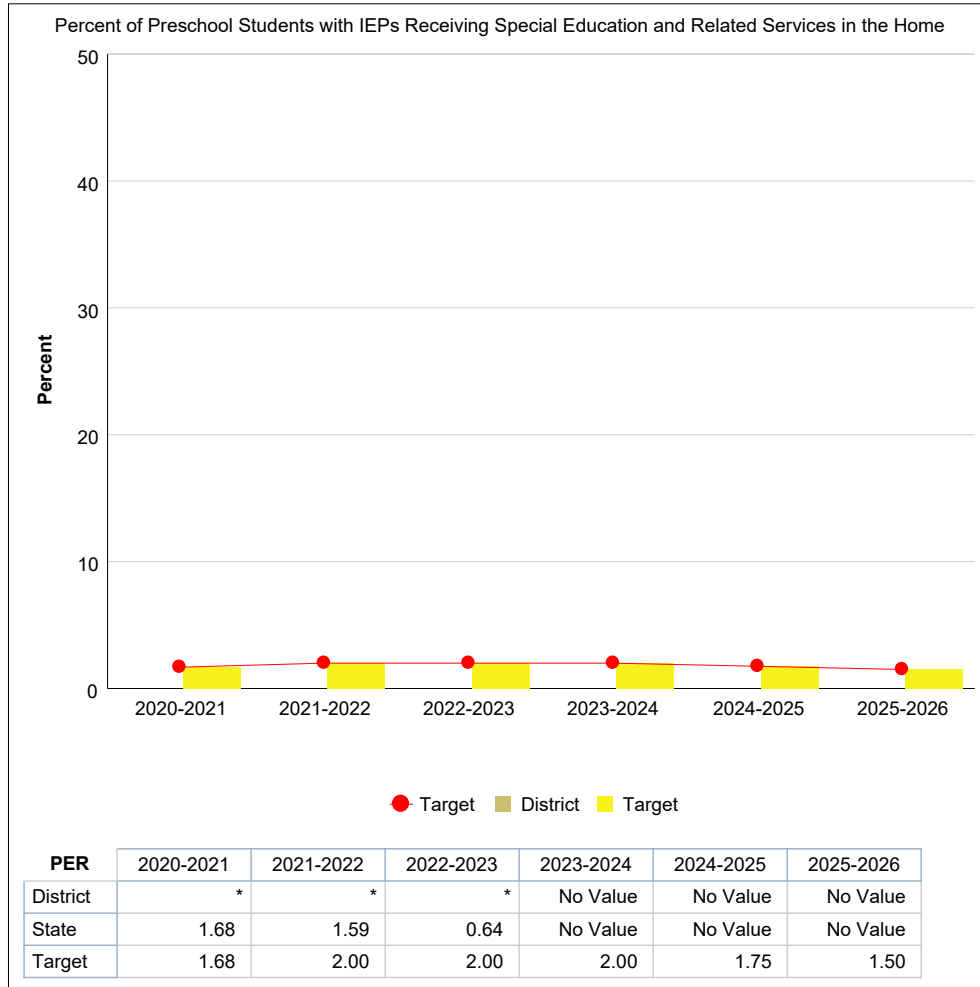
- 1) Fewer than 10 students were reported in a grade or standard
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Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B6C: Percent of students with IEPs aged 3 through 5 and in a preschool program receiving special education and related services in the home.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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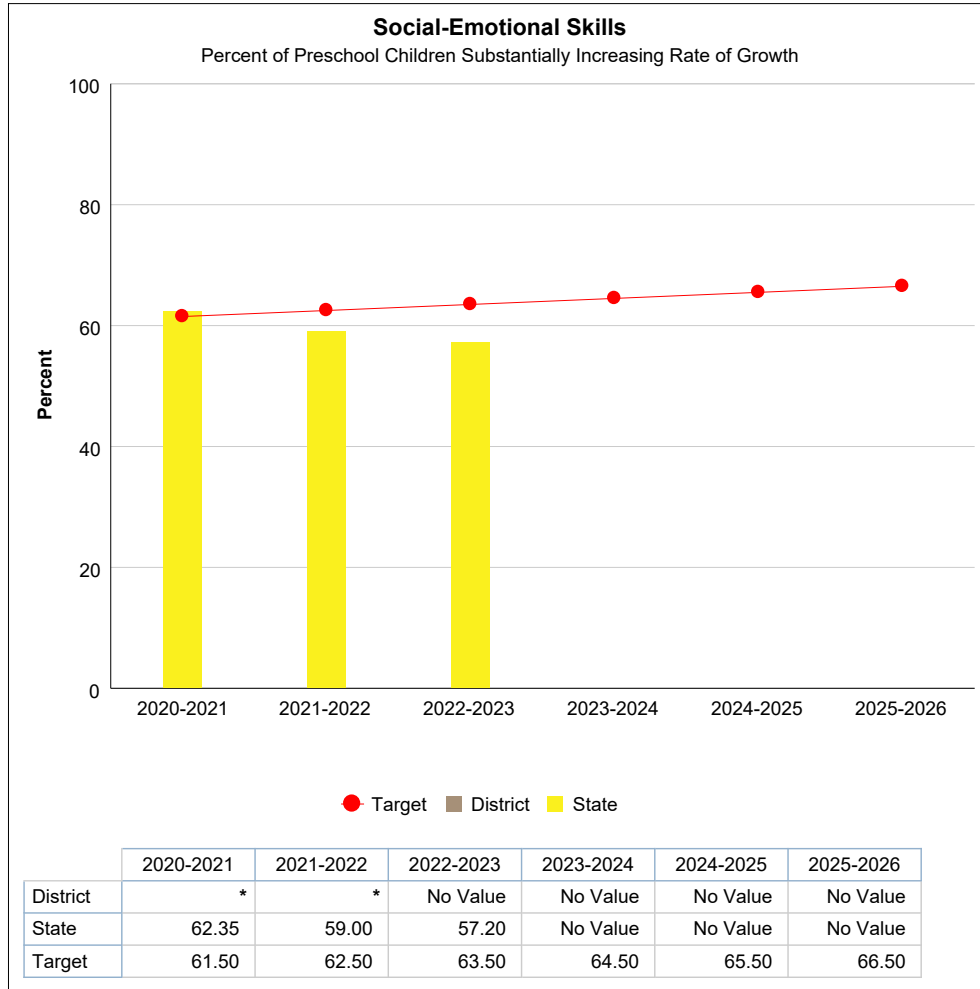
Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7A: Percent of preschool students with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 year of age or exited the program.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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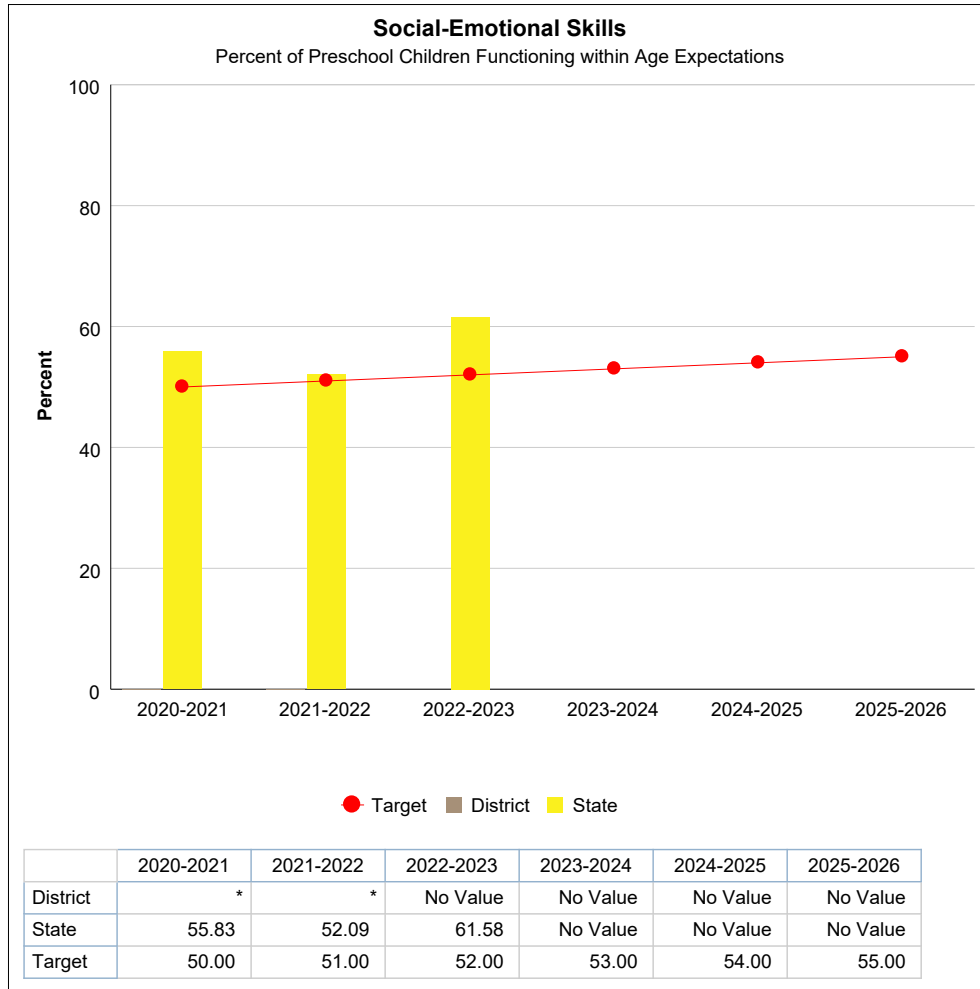
Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7A: Percent of preschool students with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

Summary Statement 2: The percent of preschool students who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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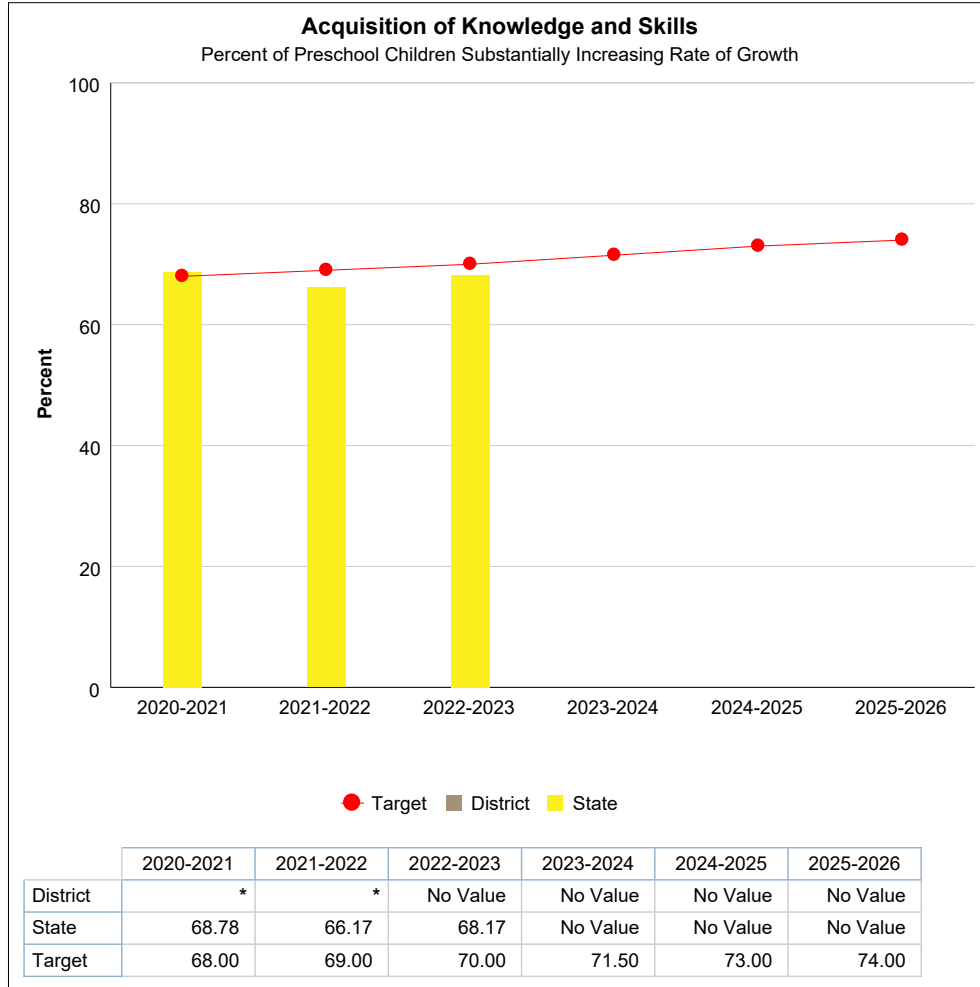
Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy).

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

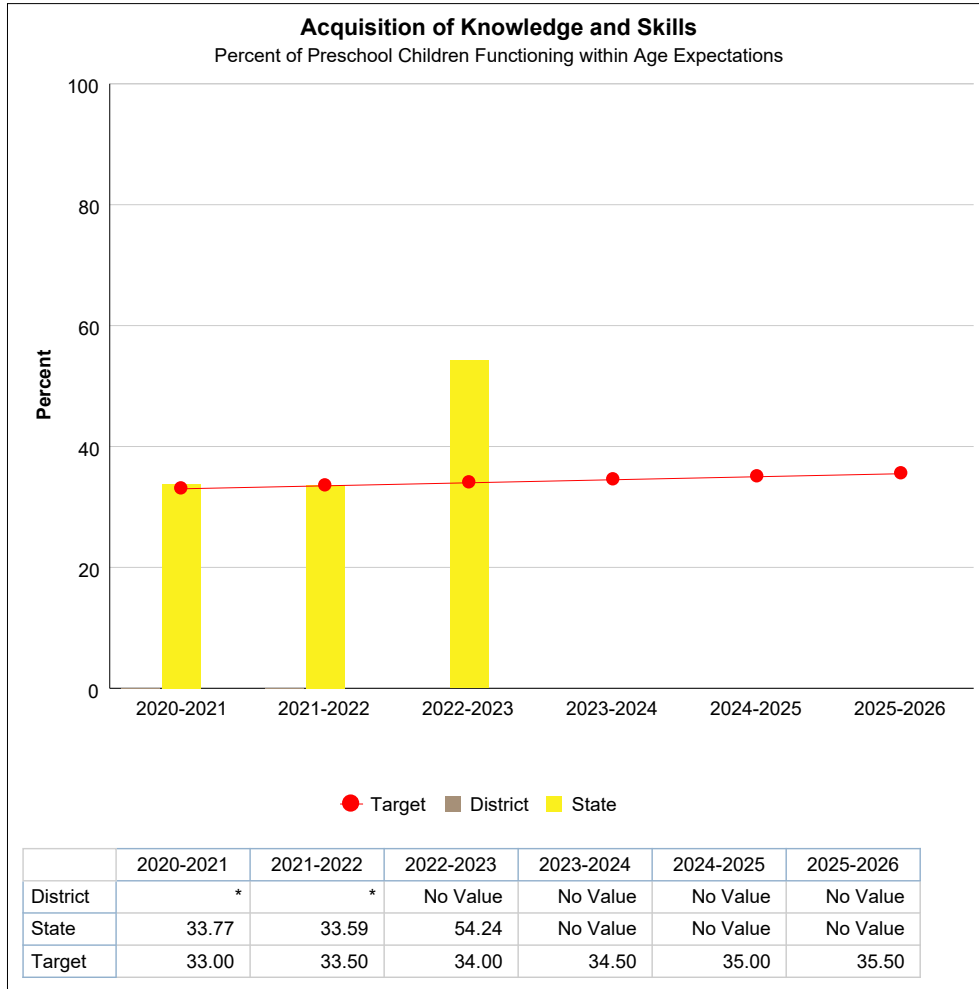
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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy).

Summary Statement 2: The percent of preschool students who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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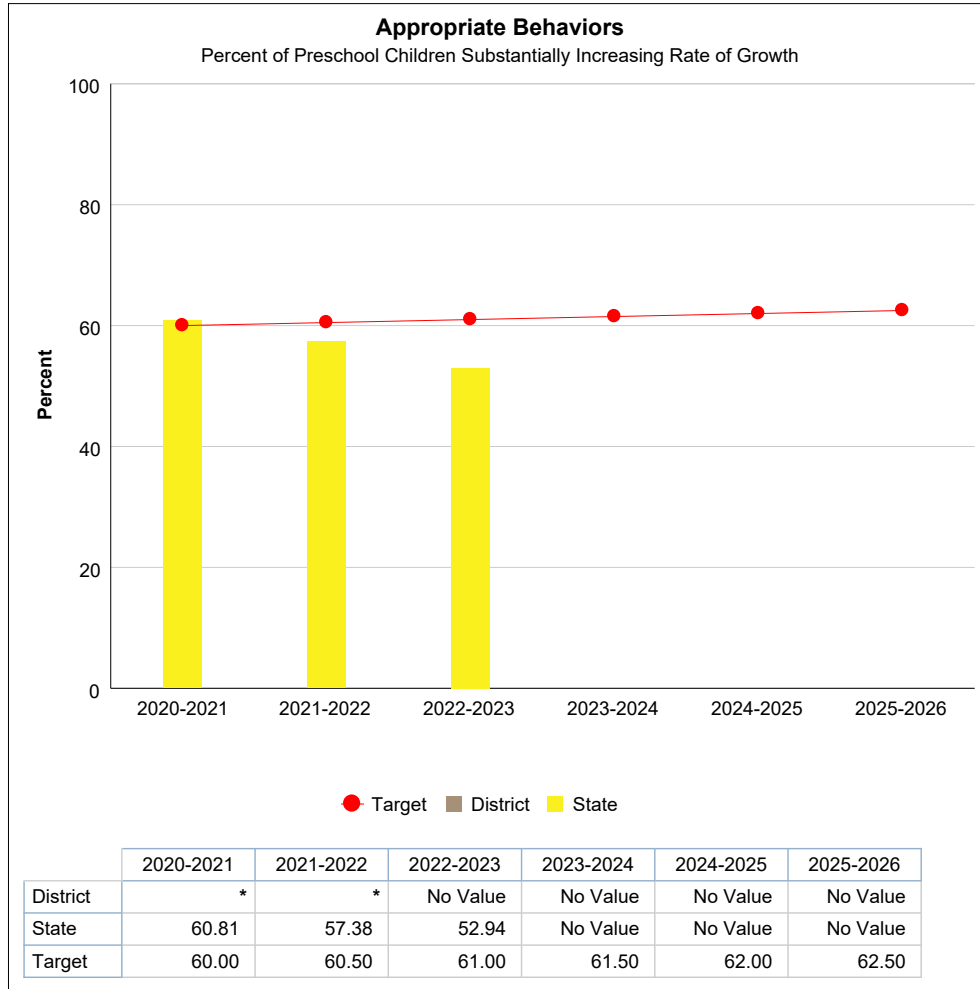
Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7C: Percent of preschool students with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the pro



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

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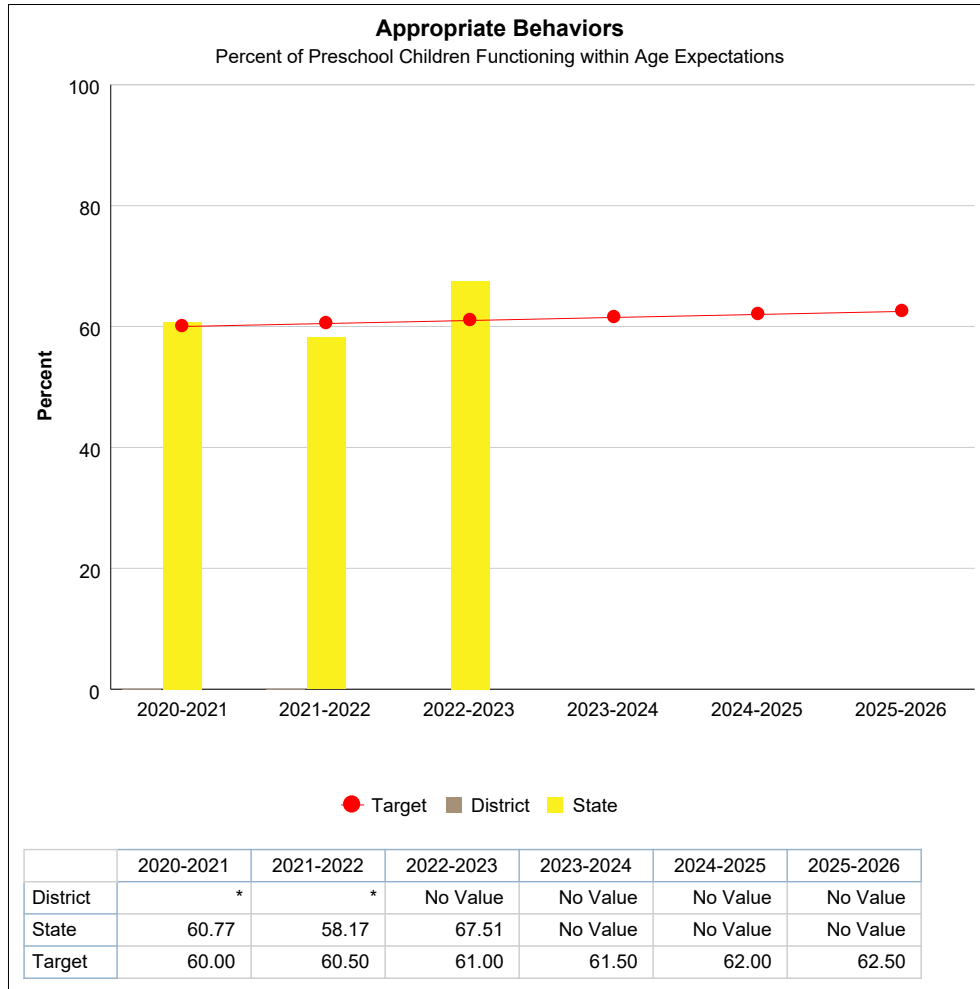
Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7C: Percent of preschool students with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.



Data Source: IMS

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

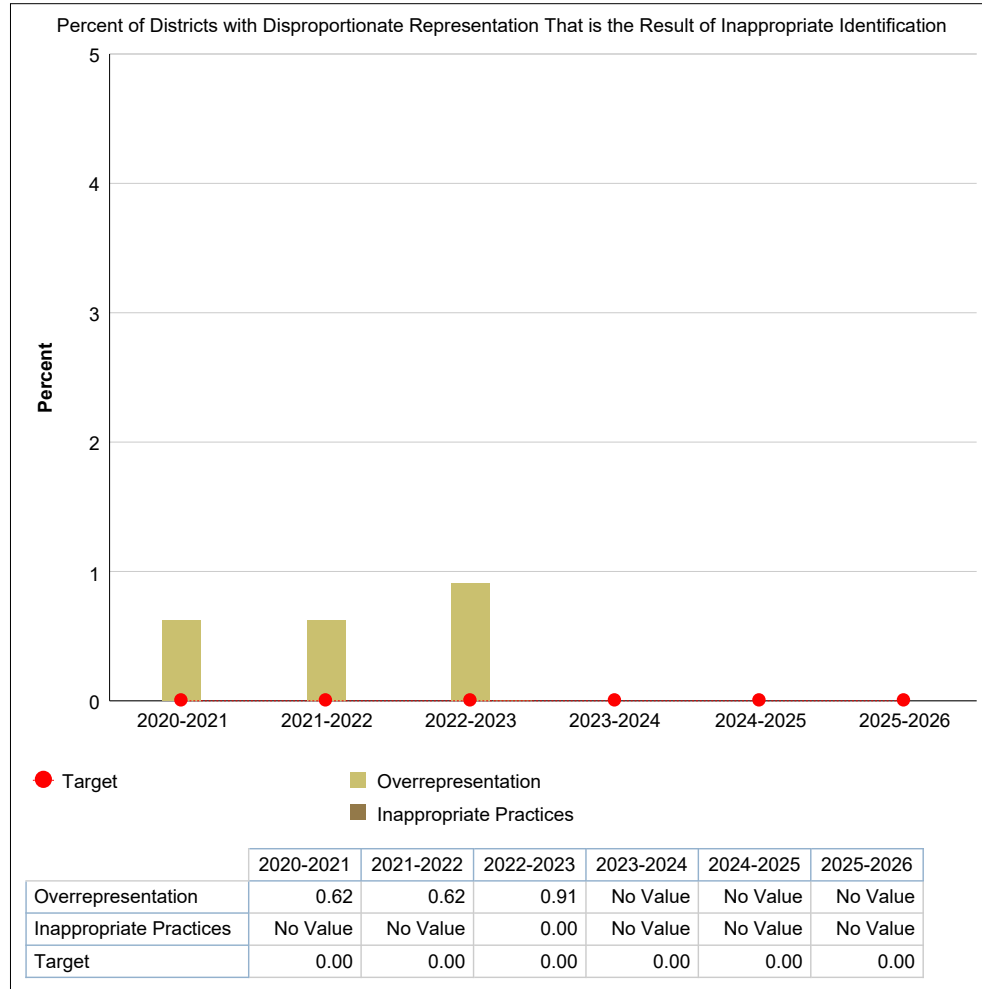
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Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Compliant



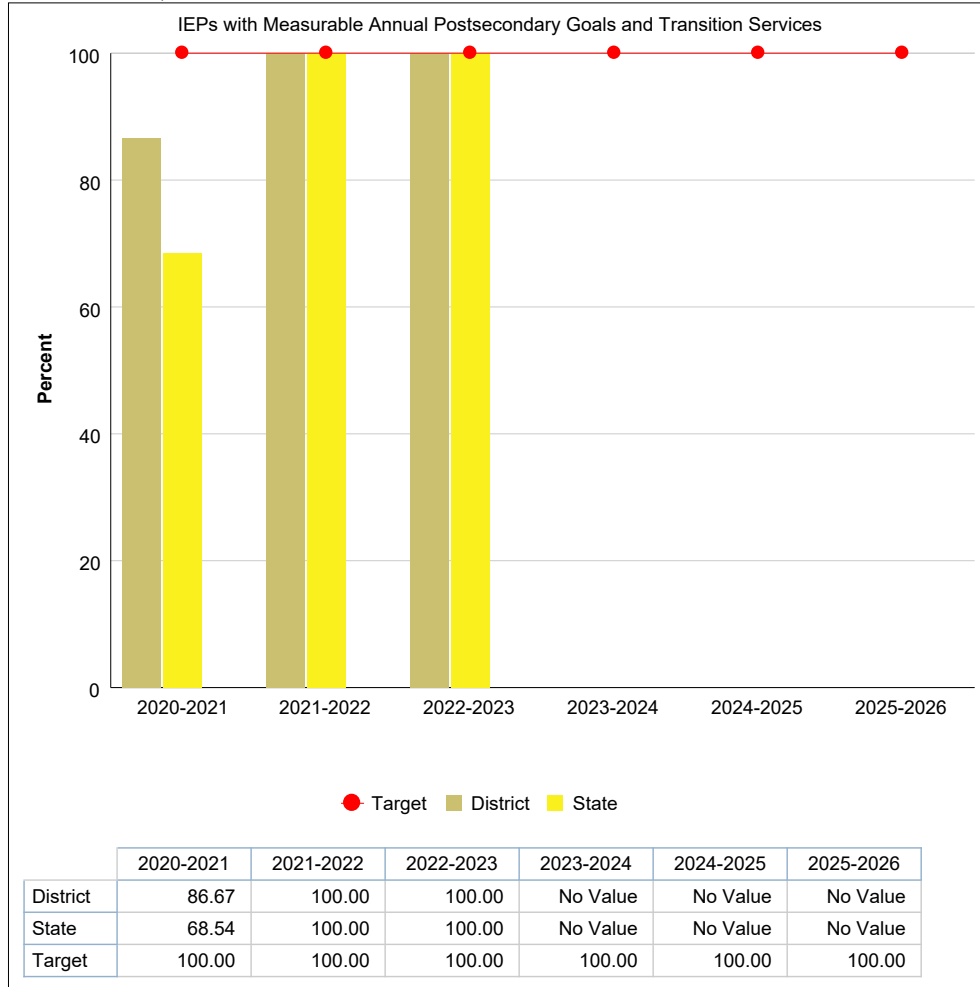
Data Source: SRI
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Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B13: Percent of students with IEPs age 14 and above with and IEP that includes measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including course of student, that will reasona

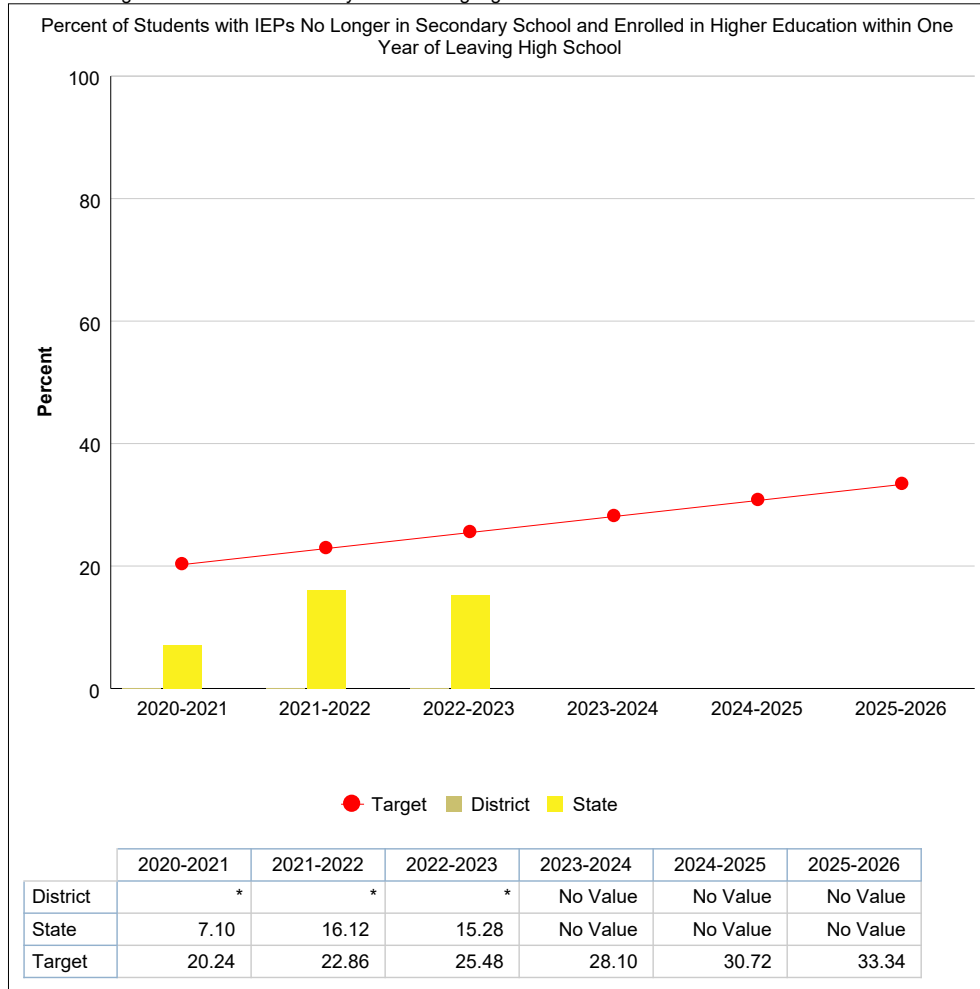


Data Source: ISTAR

Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

Tripoli Comm School District (6471) Profile
Iowa FFY 2022 (2022-2023)
Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14A: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.



Data Source: Iowa Workforce Development, National Student Clearinghouse
Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

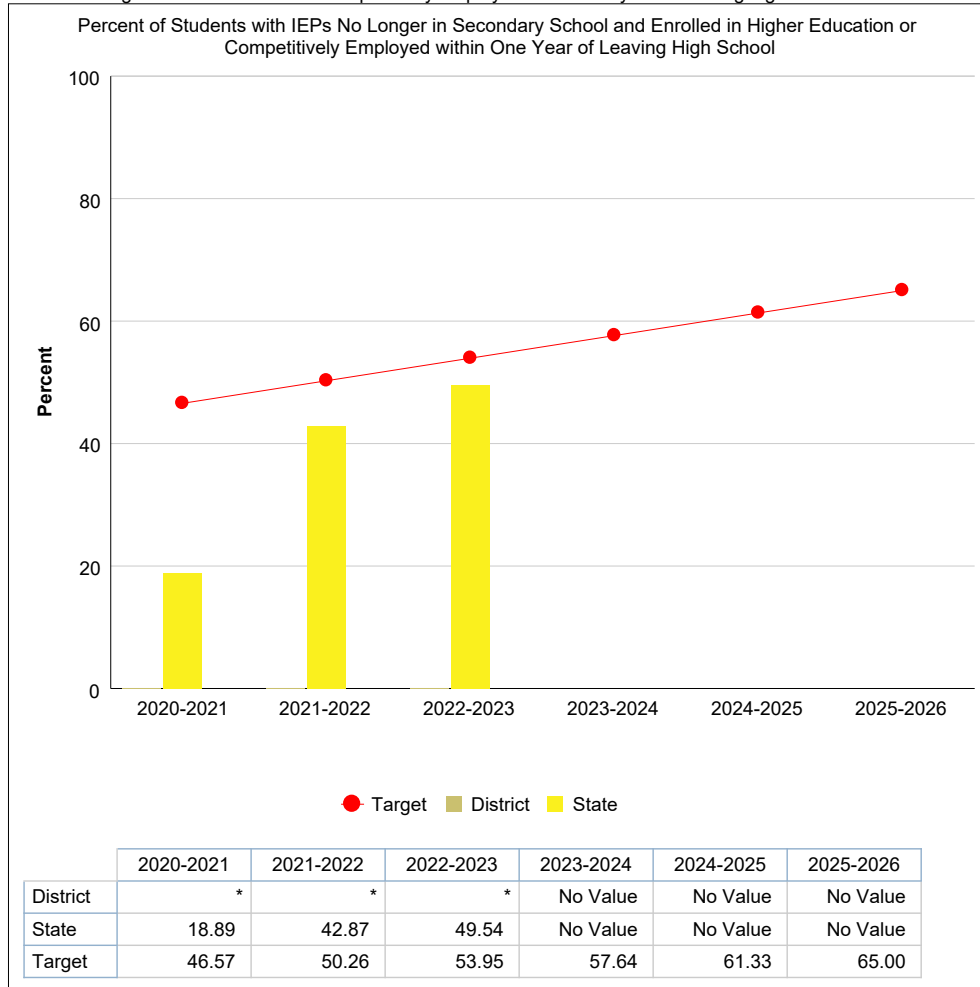
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14B: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or were competitively employed within one year of leaving high school.



Data Source: Iowa Workforce Development, National Student Clearinghouse
Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

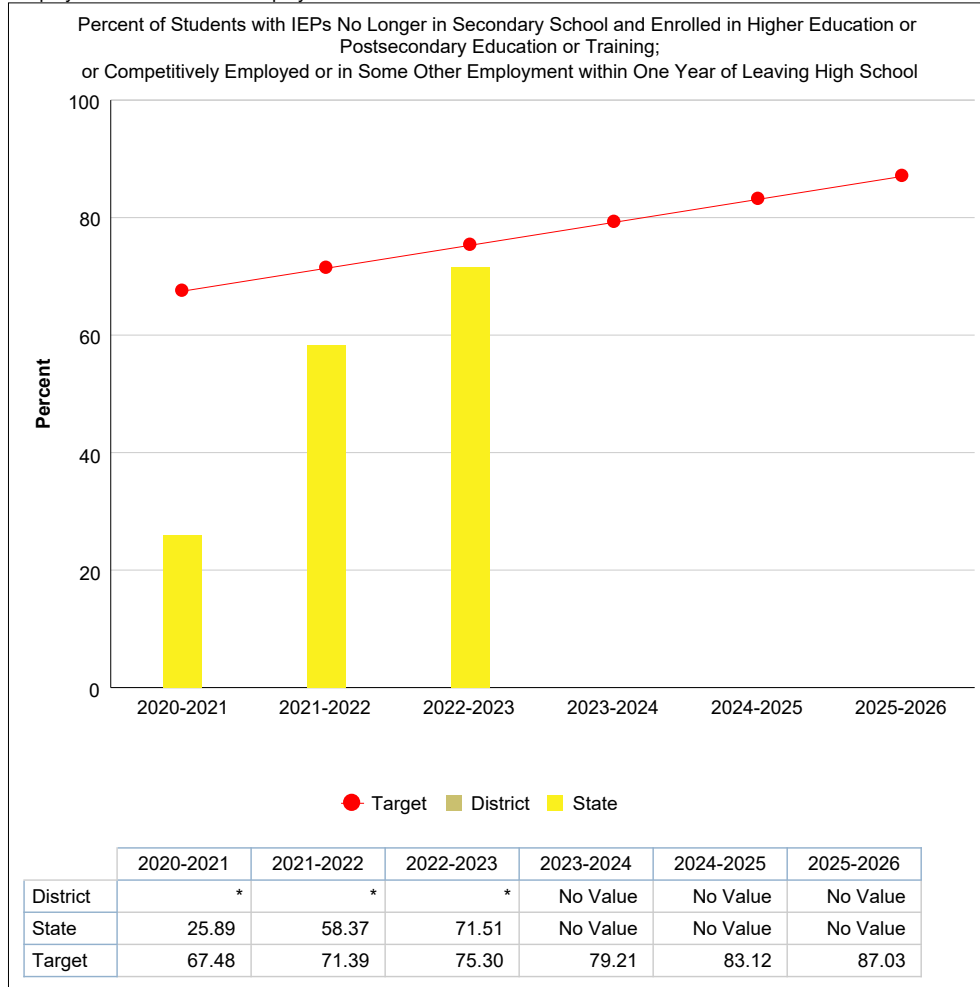
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

Tripoli Comm School District (6471) Profile

Iowa FFY 2022 (2022-2023)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14C: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment



Data Source: Iowa Workforce Development, National Student Clearinghouse
Data Range: FFY 2020 (2020-21) - FFY 2025 (2025-26)

* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category



SPED 7.2 - Special Education District Profile Reports - Report Definition

REPORT PURPOSE

The Special Education District Profiles Report allows users to display district-level data on many of the special education indicators that are required based on Iowa's State Performance Report that is required by the Office of Special Education Programs (OSEP) under the Individuals with Disabilities Act (IDEA) of 2004. Annual outcomes and targets are displayed graphically for each indicator.

WHAT DATA ARE INCLUDED / WHAT DATA ARE EXCLUDED

This report contains longitudinal district-level data, state-level data, and annual targets for the following indicators. Please note that this report must be run based on the federal fiscal year, which then corresponds to a particular school year. For example the FFY 2022 district profile corresponds to the 2022-2023 school year.

The SPED 7.2 Report uses data reported via Student Reporting in Iowa (SRI) data submissions and information from the Special Education Information Management System (IMS).

- B1 – Graduation
- B2 – Dropout
- B3A – State Assessment Participation
- B3B – Standard Assessment Performance
- B3C – Alternate Assessment Performance
- B3D – Proficiency Rate Gap
- B4A – Suspensions and Expulsions
- B4B – Suspensions and Expulsions by Race/Ethnicity
- B5 – Least Restrictive Environment 5 in Kindergarten-21
- B6 – Least Restrictive Environment 3-5 in Preschool
- B7 – Early Childhood Outcomes
- B9 – Disproportionality
- B13 – Secondary Transition on IEP
- B14 – Secondary Transition One Year Out

TARGETS AND THRESHOLDS

For indicators which have a target, the desired data is at or above that set number. For indicators which have a threshold, the desired data is at or below that set number. Targets of 100% and thresholds of 0% are set by the federal OSEP.

The calculations for each indicator are documented in detail in the state's State Performance Report. A summary of these calculations is below:

DATA CALCULATIONS

The calculations for each indicator are documented in detail in the state's State Performance Report. A summary of these calculations is below:

- B1 – Graduation = The numerator is the number of students with an IEP who exited special education due to graduating. The denominator is the sum of students with an IEP that (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, or (d) dropped out.

- Extended Graduation Rate = $\frac{[(FG5 + TIG) / (F5 + TI - TO)]}{1} * 100$

FG = First time 9th grade students in fall five years ago and graduated in five years
TIG = Students who transferred in grades 9 to 12 and graduated in four consecutive school years
F = First time 9th grade students in fall five years ago
TI = Transferred in the first time 9th graders in grades 9 to 12
TO = Transfer out (including emigrates and deceased)

- B2 – Dropout = The numerator is the number of students with an IEP who exited special education due to dropping out. The denominator is the sum of students with an IEP that (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, or (d) dropped out.
- B3A – Participation Rate Percent = (# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window) * 100. Calculated for grades 4, 8 and HS (grades 9-11). Calculated separately for reading and math.
- B3B – Proficiency Rate Percent = (# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment) * 100. Calculated for grades 4, 8 and HS (grades 9-11). Calculated separately for reading and math.
- B3C – Proficiency Rate Percent = (# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment) * 100. Calculated for grades 4, 8 and HS (grades 9-11). Calculated separately for reading and math.
- B3D – Proficiency Rate Gap = (proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) * 100. Calculated for grades 4, 8 and HS (grades 9-11). Calculated separately for reading and math.
- B4A – Long-Term Suspension/Expulsion Rate = (# students with IEPs, age 6-21 / # students with IEPs, age 6-21, suspended or expelled for more than 10 days) * 100
- B4B – Long-Term Suspension/Expulsion Rate by Race/Ethnicity = (# students with IEPs in the racial/ethnic category, age 6-21 / # students with IEPs in the racial/ethnic category, age 6-21, suspended or expelled for more than 10 days) * 100
- B5A – Inside Regular Class 80% or More of the Day Percent = # students with IEPs, age 5 and enrolled in kindergarten-21, served inside the regular class 80% of more of the day / # students with IEPs, age 5 and enrolled in kindergarten-21) * 100
- B5B – Inside Regular Class Less Than 40% of the Day Percent = # of students with IEPs, age 5 and enrolled in kindergarten-21, served inside the regular class less than 40% of the day / # students with IEPs, age 5 and enrolled in kindergarten-21) * 100
- B5C – Served in Other Placements Percent = # of students with IEPs, age 5 and enrolled in kindergarten-21, served in separate schools, residential facilities, or homebound/hospital placements / # students with IEPs, age 5 and enrolled in kindergarten-21) * 100
- B6A – Attending a Regular Early Childhood Program Percent = (# of children with IEPs, age 3-5 and enrolled in a preschool program, attending a regular

SPED 7.2 - Special Education District Profile Reports - Report Definition

early childhood program and receiving the majority of special education and related services in the regular early childhood program/ # of children with IEPs, aged 3-5 and enrolled in a preschool program) * 100

- B6B – Attending and Receiving Services in a Separate School or Residential Facility Percent = (# of children with IEPs, age 3-5 and enrolled in a preschool program, attending a separate school or residential facility/ # of children with IEPs, aged 3-5 and enrolled in a preschool program) * 100
- B6C – Receiving Special Education and Related Services in the Home Percent = (# of children with IEPs, age 3-5 and enrolled in a preschool program, receiving special education and related services in the home/ # of children with IEPs, aged 3-5 and enrolled in a preschool program) * 100
- B7 – Early Childhood Outcomes consists of six summary statements in three areas. The following categories are used to calculate the summaries:
 - a = # of preschool children who did not improve functioning
 - b = # of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
 - c = # of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
 - d = # of preschool children who improved functioning to reach a level comparable to same-aged peers
 - e = # of preschool children who maintained functioning at a level comparable to same-aged peers
- B7A, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of social-emotional skills = $[(c + d) / (a + b + c + d)] * 100$
- B7A, Summary Statement 2 – Percent of preschool children functioning within age expectations for social-emotional skills by the time they turned 6 years of age or exited the program = $[(d + e) / (a + b + c + d + e)] * 100$
- B7B, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of acquisition and use of knowledge and skills = $[(c + d) / (a + b + c + d)] * 100$
- B7B, Summary Statement 2 – Percent of preschool children functioning within age expectations for acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program = $[(d + e) / (a + b + c + d + e)] * 100$
- B7C, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of use of appropriate behaviors to meet their needs = $[(c + d) / (a + b + c + d)] * 100$
- B7C, Summary Statement 2 – Percent of preschool children functioning within age expectations for use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program = $[(d + e) / (a + b + c + d + e)] * 100$
- B9 – Districts with Disproportionate Representation of Racial and Ethnic Groups Percent = (# of districts with disproportionate representation of racial and ethnic groups in special education / total # of districts in the State).
- B13 – Youth Ages 14 and Above with IEPs That Include Measurable Annual Postsecondary Goals and Transition Services Percent = (# of youth aged 14 and above with an IEP that includes appropriate, measurable postsecondary goals that are annually updated and age appropriate / # of youth aged 14 and above with an IEP) * 100
- B14 – Postsecondary One Year Out consists of three sub-indicators. The following categories are used in calculating each sub-indicator:
 - a = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school
 - b = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were competitively employed within one year of leaving high school
 - c = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were in some other post-secondary education or training program within one year of leaving high school
 - d = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were in some other employment within one year of leaving high school
- B14A – Percent enrolled in higher education = $(a / \# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}) * 100$
- B14B – Percent enrolled in higher education or competitively employed = $[(a + b) / \# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}] * 100$
- B14C – Percent enrolled in higher education, or in some other post-secondary education or training program; or competitively employed, or in some other employment = $[(a + b + c + d) / \# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}] * 100$

REPORT USES

The data in this report can be used by districts and AEAs to monitor progress over time on indicators and evaluate whether or not targets are being met. The data in this report is used by the State to make annual district determinations, which may result in required action plans.

REPORT SECURITY

Users must be at the district, AEA, or state-level to run this report. Data on this report may be redacted for users who do not have small cell size access at their native location, or who run this report for a location to which they are not assigned.

EXPORTING REPORTS TO OTHER FORMATS (E.G. MICROSOFT EXCEL OR PDF)

If you want to export a report from its default format to another format, such as from HTML to Excel, or to PDF, then make a selection from the "Select a format" menu bar option in the upper left-hand corner of the display.

If the default format for a report is "HTML", then the "Select a format" option will be populated with the value "HTML". Simply click on that HTML to see the available export options. For a demonstration of this technique, see the video [Navigating around the new layout](#) starting at 2:55.

For additional assistance or concerns regarding this report, please contact: EdInsight@iowa.gov