

## **Creating the Profile**

### **ILCD Data Collection**

Since 2000, the focus both on a state level and a national level has been on identifying gaps and improving outcomes not just for general education students, but for all students, including students with disabilities. How a student is performing in the general curriculum and on the state's standards is critical to improving outcomes in education. With the reauthorization of IDEA in 2004, each state is required to develop a State Performance Plan (SPP). The Part B and Part C State Performance Plans must develop rigorous State targets for meeting each of the monitoring priorities indicators outlines in the SPP. The State Performance Plan (SPP) has strong linkages to the ILCD Inquiries, sharing data sources, and projected targets of improvement. The State Performance Plan, the ILCD Process and the School Improvement Process share a goal of working collaboratively to provide leadership for continuous improvement of educational systems that ensure quality instruction, equity and accountability, and enhance learning for all students in Nebraska. This shared vision is also consistent with the Early Intervention goals to support healthy families, service systems, community ownership, and to maximize the impact of prevention and early intervention. This shared vision and commitment to the continuous improvement effort supports the ongoing development and implementation of the ILCD Process, encourages the linkage to the School Improvement Process, and validates the Department's efforts to streamline all improvement activities into one continuous improvement system. Data sources found in the SPP, the ILCD and School Improvement will be reported publicly through the annual Nebraska State of the Schools Report (SOSR), and will be used in completing the Office of Special Education (OSE) Annual Performance Report (APR).

### **Expectation**

It is the expectation of the NDE Special Populations Office that the ILCD Process will enhance program improvement, which will result in better services and will strengthen the partnership between school improvement and special education, and will assist the Special Populations Office in meeting their requirement to ensure the implementation of IDEA and 92 NAC 51 (Rule 51) throughout all districts. The process will provide supports for children with disabilities, allowing them full access, participation, and progress in the general curriculum and enhance functional outcomes for infants and toddlers. It is expected that ILCD will be linked to the School Improvement Process, with the self-assessment supporting building level school improvement, as districts strive to meet the requirement to include all students in their school improvement efforts, as mandated by 92 NAC 10 (Rule 10) and 92 NAC 51 (Rule 51). It is also expected that data collected through the ILCD will be used to document progress in meeting the targets of the State Performance Plan (SPP), in completing the Annual Performance Report (APR), and in providing data for the State of Schools Report (SOSR).

## **Process Overview**

The ILCD system is an on going, five (5) phase process. Each phase assists the district in developing and implementing each element of the process. Phase 1 supports the development and maintenance of the district's ILCD Steering Committee. Phase 2 guides the district's gathering, compiling and sorting of data with each of the inquiries. Correction Action Plans (CAPs) are completed for any noncompliance issues and a data analysis is completed with each of the eight (8) inquiries. In Phase 3, the district develops its improvement plan(s), and NDE conducts a review of the district's self-assessment. Implementation of improvement strategies and measurement of progress occurs during Phase 4. And in Phase 5 the district measures improvement progress and plans next steps in the improvement process. A district may decide to combine some phases of the ILCD Process in order to establish an alignment with their school improvement process timelines.

The ILCD Process documents through the self-assessment activity the effectiveness of a district's special education program based on student performance, staff leadership, parent participation, and district wide measured outcomes. The ILCD Self- Assessment also includes a summary of the district's compliance with special education and early intervention laws and regulations. The self-assessment contains eight (8) inquiries, each with specific components, which must be rated according to the Performance Level Rubric, as the conclusion of Phase 2 of the process.

The ILCD Inquiries are:

- Inquiry 1: Parent Involvement and Family-Centered Services
- Inquiry 2: FAPE/Public Awareness, Child Find, and Identification
- Inquiry 3: FAPE/Provision of Appropriate Services
- Inquiry 4: FAPE/Behavior
- Inquiry 5: FAPE/Assessment and Early Childhood Outcomes
- Inquiry 6: FAPE/Natural and Least Restrictive Environments
- Inquiry 7: Secondary Transition and Part C to Part B Transition
- Inquiry 8: General Supervision

The ILCD Self-Assessment is to be completed by the ILCD Committee, which can be a subcommittee to the School Improvement Steering Committee. It is not the responsibility of one person to complete the document, and particularly, not the sole responsibility of the district's special education director.

## **Data Collection**

Districts begin the self-assessment phase of ILCD by collecting and analyzing data to identify strengths and areas for improvement in the special education and early intervention supports and services provided to children and youth with disabilities. The self-assessment process is driven by data: performance and assessment data, survey data, student file review data, administrative review data, and observational data. Data is useful not only for special education and early

intervention continuous improvement, but is also an important element of the overall school improvement process. The district's ILCD Self-Assessment is used to record the findings of their data analysis, to describe their plan of action, and to measure progress.

The ILCD Process requires the collection and analysis of data gathered from a variety of sources. The Nebraska Departments of Education (NDE) and Health and Human Services (HHSS) will provide some of the data to school districts. The remaining data to be analyzed during the self-assessment stage of the process is identified and collected by the district, with help from the ILCD facilitator and other technical support staff as needed. The ultimate goal is to gather enough accurate information to enable the district to respond to each inquiry included in the ILCD Self-Assessment in a way that is reflective of their district.

As the ILCD Committee plans for data collection, consideration should be given not only to how the data will be collected, but how the data will be made available during the data analysis to follow. The strength of the ILCD Process lies in the use of multiple sources of data to assess the district's performance on each of the eight (8) inquiries. It is important that the data collection from each source is clean and organized before moving on to data analysis. However, collecting and organizing information from many data sources can be complicated. To assist districts in completing this task, worksheets for each inquiry have been developed and are contained in this workbook. Each worksheet includes suggested sources of data to be used in the self-assessment. For some inquiries, this may include data already collected by the state. In addition to the sources of data listed in the worksheets, the district should consider using local data that may help to address each inquiry. Local data is often more meaningful and should be used whenever possible in the self-assessment cycle of ILCD.

Districts may consider using the following data sources to complete their ILCD Self-Assessment:

- Family and Parent Surveys
- Special Education File Review

## Engaging Stakeholders

### Creation of the ILCD Committee

The first step of the ILCD Process is the development of an ILCD Committee. The ILCD Committee should include individuals who have knowledge of and access to data. Members may include, but are not limited to:

- General education administrator;
- General education teacher;
- Related service provider;
- Special education administrator;
- Special education teacher;
- Individuals knowledgeable about and involved in the School Improvement Process;
- Parents;
- Part C Representative;
- Early Childhood Planning Region Team representative; and
- Early Intervention Services Coordinator

Other possible members of the ILCD Committee may include Health and Human Services representative, private service providers working in the district, and other groups or organizations involved in the education of students with disabilities. The membership of the ILCD Committee should reflect the ethnic and cultural diversity of the area and include individuals with disabilities. It is helpful to have one or more members who are familiar with data collection and analysis. The ILCD Committee works collaboratively to collect and analyze data, identify areas for improvement, and implement an improvement plan.

Other responsibilities of the ILCD Committee members include:

- Coordinate data collection and analysis;
- Identify intervention strategies to create a plan of improvement;
- Present the views and perspectives of the stakeholder groups represented;
- Provide objective advice based on facts and reliable data;
- Assist the school district during each phase of the ILCD improvement process; and
- Interaction and communication with the School Improvement Steering Committee

The ILCD Committee may request information from the building and district level personnel. Data from each building, as well as the School Report Card data and the State of the Schools Report (SOSR), will be valuable to the ILCD Committee in their analysis and completion of the ILCD Self-Assessment. The ILCD Committee may also request information and data about early intervention from the planning region teams, families and staff.

The Steering Committee's initial meeting to begin the ILCD Process is an informed discussion which may include the committee, the local special education administration, and the ESU ILCD facilitator, if the district has chosen to work with the facilitator. During this meeting the discussion may include the following topics:

- ILCD Committee membership;
- Role of the ESU ILCD facilitator;
- Role of the ILCD Committee and the link to the district school improvement process;
- Date of the ILCD Process overview training;
- Role of the NDE regionally assigned consultant; and
- Timeline for completion of the ILCD Process

All ILCD Committee members are encouraged to be in attendance at this first meeting since important training and information will be provided and decisions made. During this meeting several activities may occur:

- ILCD Process Overview Training for the sub-committee will be conducted;
- Dissemination of the ILCD technical assistance materials to all ILCD Committee members;
- Review of the ILCD Committee membership and determination whether any additional individuals should be added; and
- Identification of the data sources to be used in the ILCD Process.

After the initial implementation of the ILCD Process, the Phase 1 activities focus on keeping information updated for the Steering Committee, modifying the membership of the Steering Committee if needed, providing training to new and old members about the ILCD Process, revising the plan of implementation of the process, and redefining the role of the ILCD ESU facilitator.

Many of the data sources used in the ILCD Process are currently collected through Federal and State data requirements or through school improvement activities. Historically, there had never been a direct link between the Nebraska School Improvement Process (SIP) and Part B Program Standards Review and Part C Early Intervention Services monitoring. All were carried out as separate and parallel processes. The focus of Part B Program Standards Review and Part C Early Intervention was on compliance with legal and procedural requirements; they were episodic events, not on-going processes. General information was gathered and reported on schools both on a federal level and a state level. But much of the information on special education student was not included in the reports on general education, and many of the school improvement activities focused on general education issues.

Since 2000, the focus both on a state level and a national level has been on identifying gaps and improving outcomes not just for general education students, but for all students, including students with disabilities. How a student is performing in the general curriculum and on the state's standards is critical to improving outcomes in education. With the reauthorization of

IDEA in 2004, each state is required to develop a State Performance Plan (SPP). The Part B and Part C State Performance Plans must develop rigorous State targets for meeting each of the monitoring priorities indicators outlined in the SPP. The State Performance Plan (SPP) has strong linkages to the ILCD inquiries, sharing data sources, and projected targets of improvement. The State Performance Plan, the ILCD Process, and the School Improvement Process share a goal of working collaboratively to provide leadership for continuous improvement of educational systems that ensure quality instruction, equity and accountability, and enhance learning for all students in Nebraska. This shared vision is also consistent with the Early Intervention goals to support healthy families, service systems, community ownership, and to maximize the impact of prevention and early intervention. It also supports the on-going development and implementation of the ILCD Process, encourages the linkage to the School Improvement Process, and validates the Department's efforts to streamline all improvement activities into one continuous improvement system. Data sources found in the SPP, the ILCD and School Improvement will be reported publicly through the annual Nebraska State of the Schools Report (SOSR), and will be used in completing the Office of Special Education (OSEP) Annual Performance Report (APR).

The Nebraska School Improvement Process (SIP) is a systematic on-going process that guides planning, implementation, evaluation, and renewal of school improvement activities to meet local and statewide goals and priorities. The SIP focuses on quality instruction, equity and accountability, and enhanced student learning. The process includes a periodic review and provides consultation to the local school and community for the continued accomplishments of plans and goals.

In all districts, the school improvement process includes the following activities conducted over a five-year period:

- Revise/update a mission or vision statement;
- Collect and analyze data regarding student performance, demographics, learning climate, and information regarding former students;
- Select improvement goals (at least one goal is directed toward improving student performance);
- Develop and implement a plan which includes procedures, strategies, or actions to achieve goals; and
- Monitor and evaluate improvement plans.

The ILCD Process for school-age children is linked to this school improvement process. The ILCD Committee in each school district must determine how they will participate in the school improvement process, and how the ILCD data will be incorporated into the school district's data profile.

## **Data Analysis**

Data Analysis is the most critical step in the self-assessment phase. The purpose is to determine the school district's strengths and needs which will lead to continuous improvement and better services for students with disabilities. After the data has been collected, it must be analyzed, interpreted, and utilized in response to the ILCD Self-Assessment. Data must be carefully scrutinized to assess areas that represent strengths, as well as areas of need. This analyzed data will constitute the baseline data to which performance in following years will be compared.

Data analysis does not necessarily refer to statistical analysis, but rather to summarizing and interpreting the relevant factors in relation to the data that has been collected. Some data will need to be analyzed to determine if there are differences and similarities between special education students and their general education peers. In addition, some local data will be compared to state data.

Using multi-sourced data provides a powerful basis for assessing the school district's performance on each self-assessment inquiry. This section provides general information regarding the use of a problem-solving approach during analysis, as well as guidance for completing the self-assessment. In addition, the worksheets provided in this workbook will guide the district step-by-step through the analysis and documentation of the data for each inquiry.

## **Compliance Review for Part B and Part C**

IDEA requires appropriate implementation of federal and state laws and regulations to ensure that children and youth with disabilities are provided a free, appropriate public education (FAPE) in the natural and least restrictive environments. Accountability in the provision of early intervention, special education, and related services demonstrates the effectiveness of special education and early intervention services in meeting the needs of children and youth with disabilities.

As part of the Phase 2 data collection and analysis, districts will complete a review of compliance elements to document their implementation of federal and state laws and regulations. Districts are required to complete a review of student files, a review of forms, a review of policies and procedures, and a review of compliance issues in completed or pending mediations, complaints, and due process hearings. This information will be reported to the State every five years and will complete the compliance review.

For any deficiencies identified during the Compliance Review, an ILCD Action Plan(s) Corrective Action Plan (CAP) for compliance issues, will be developed and implemented by the NDE Regional Program Specialist and the district. The CAP must be completed, and the district brought into compliance within one (1) year of identification of the compliance issue.

## **Performance Rating of Inquiries**

Problem identification is the first step in problem solving. It utilizes data to make decisions regarding each self-assessment inquiry and assist the school district in determining which inquiries need further analysis and improvement planning. In considering each inquiry, it is critical that the individuals conducting the analysis understand the purpose of the inquiry and what is being measured. The first section of each inquiry worksheet addresses this information. It also contains the data pertaining to each inquiry, along with guidance for performing any needed calculations. Once the data is known, those conducting the analysis must use the data to rate the current performance level of the school district on each inquiry using the ILCD Self-Assessment Performance Level Rubric. The four performance levels are: 1) Strength; 2) Meets Requirements; 3) Needs Improvement; and 4) Not Acceptable.

The rubric describes criteria that will assist the district in selecting a rating for each of the self-assessment inquiries. Data analysis and the rating assigned to each inquiry determine to what extent that inquiry will be addressed.

If an inquiry is determined to be in the ‘Strength’ or ‘Meets Requirements’ level, the analysis for that inquiry is complete. In this case, no problem associated with the inquiry has been identified. The baseline data and rating are recorded on the ILCD Self-Assessment worksheet for the inquiry.

If an inquiry is rated in the ‘Needs Improvement’ level, or the ‘Not Acceptable’ level, for reasons other than compliance, as problem associated with the inquiry has been identified. These inquiries must contain the baseline data for the components of the inquiry, the performance rating, the improvement strategies selected, as well as the improvement monitoring method documented in the self-assessment. In this case, the problem-solving process continues to the second step, that of problem analysis.

Problem analysis uses data to further analyze the issue found in the elements contributing to the problem. As an example, consider a rating of ‘Needs Improvement’ on the inquiry related to the parents’ and students’ opportunity to be actively involved in determining appropriate services. There are many elements such as forms, procedures, record keeping, and staff awareness/knowledge that may be contributing to this problem. The school district would need to look closely at the data to begin to understand where the source of the problem lies. Is it one or a combination of elements that are contributing? It is this analysis that will enable the school district to select the most viable intervention to address improvement planning.

## **Selection of Performance Level**

Identify a performance level for the inquiries by determining which set of statements best describe the data collected and analyzed for each inquiry.

## **ILCD PERFORMANCE LEVEL RUBRIC**

### ***STRENGTH***

1. Occurring systemically throughout the school district.
2. Data sources agree and indicate strength.
3. Local performance data exceeds state performance data.
4. School district practices or procedures exceed minimum legal requirements and reflect best practice.
5. No compliance issues identified during student file review.
6. School-wide improvement strategies are not necessary to address concerns.
7. A positive response to survey questions.

### ***MEETS REQUIREMENTS***

1. Concerns are limited to isolated buildings or classrooms within the school district.
2. Data sources agree and indicate minimum compliance.
3. Local performance data is equal to state performance data or the difference is not significant.
4. School district practices or procedures meet federal or state requirements.
5. Less than 20% of student files reviewed identify compliance issues.
6. School-wide improvement strategies are not necessary to address concerns.
7. A positive response to survey questions.

### ***NEEDS IMPROVEMENT***

1. Systemic concerns are evident in multiple buildings or classrooms within the school district.
2. Data sources provide conflicting information.
3. Local performance data is below state performance data.
4. Inconsistent implementation of policies and procedures throughout the school district is evident.
5. Less than 20% of student files reviewed identify compliance issues.
6. School-wide improvement strategies are necessary to address concerns.
7. Conflicting responses (positive or negative) to survey questions.

### ***NOT ACCEPTABLE***

1. Violations of requirements are occurring pervasively throughout the school district.
2. Data sources agree that state and federal requirements are not being met.
3. Local performance data is significantly below state performance data.
4. Policies and procedures are not implemented or are implemented incorrectly throughout the school district.
5. Greater than 20% of student files reviewed indicate the district has not fully implemented a particular standard.
6. School-wide improvement strategies are necessary to address concerns.
7. Negative responses to survey questions.

## **Setting the Goals**

### **Development of Action Plan(s)**

#### ILCD Action Plan

ILCD Action Plan(s), which is either an improvement plan or part of a School Improvement Action Plan/Goal, will be developed to address those improvement strategies identified by the district's ILCD Steering Committee.

#### ILCD Improvement Plan

Once the district has addressed any compliance issues, they will then set upon the task of developing Action Plan(s) for the improvement needs identified as part of their self-assessment. These improvement needs are not related to the School Improvement activities for that year, but they may be an improvement that will affect school improvement over the upcoming years.

ILCD Improvement Plans will also be submitted to the district's NDE Regional Program Specialist for review of content and impact on any compliance issues. Improvement plans will be monitored over the next two phases of the process and progress will be submitted to the district's ILCD Steering Committee as part of the ILCD Annual Status Report.

#### Integrated Within School Improvement (SIP) Action Plan/Goal

These improvement needs are directly related to or integrated into the school improvement activities for that year. These activities will be reviewed as part of the ILCD Self-Assessment and as part of the district's overall school improvement activities.

Integrated Within School Improvement (SIP) Action Plan/Goal will also be submitted to the district's NDE Regional Program Specialist for review of content and impact on any compliance issues. Integrated Within School Improvement (SIP) Action Plan/Goal will be monitored over the next two phases of the process and progress will be submitted to the district's ILCD Steering Committee as part of the ILCD Annual Status Report.

### **NDE Review**

It is the responsibility of the Program Specialist to conduct a review of the ILCD Process for each of the school districts within their assigned ESUs during Phase 3 of the process following completion of Phases 1 and 2.

### **Preparation for Review Process**

The review of each school district will be completed with some district-specific features, but must include all of the components outlined in this protocol to insure consistency and rater reliability among the Program Specialists.

### Step 1: Contact the ILCD Facilitator

This will establish the role the facilitator has taken with the school district. In some cases, the ILCD Facilitator is the special education administrator for the district and is very actively involved in the ILCD Process. In other cases the ILCD Facilitator may have shared information on the ILCD Process with the school district, done some training, but other than that has not been involved in the implementation of the ILCD Process in that district. It will be important to note the involvement of the ILCD Facilitator and its impact on the completion of the ILCD implementation.

### Step 2: Contact the School District

This contact will be with the district ILCD person, which may or may not be their special education director. The process of the review begins.

### Step 3: Review the General Information

County/District #

School District Name

Date of the Review

NDE Reviewer(s)

Participants on the Review Team from the School District

### Step 4: Review of Elements in Each of the Phases

*Phase 1 – Information on the membership, the meetings and the training activities carried out by the Steering Committee.* This information will help the reviewer(s) understand the extent of the alignment between the ILCD and SIP Processes. It also indicates the level of training given to the Steering Committee and any difficulties the team may be experiencing in completing the ILCD Process. Additionally, any of the activities the steering committee has conducted that were considered exemplary should be discussed and acknowledged during this process.

*Phase 2 – Review the ratings on the inquiries and correlation to data collected.* The NDE Review will include a review of all data to determine if the baseline data supports the Performance Rating for each of the Inquiries. It will be an opportunity for the district to discuss each of the Inquiries and the impact of the process in identifying strengths and weaknesses across the district.

If there is an inquiry identified as ‘Not Acceptable’, which is tied to compliance with standards of Rule 51, there must be a Correction Action Plan (CAP) in place to address the issue(s) identified.

When the review is taking place, the Correction Action Plan for compliance should be finalized through an onsite visit/review of files to document the district’s compliance phase. If there are standards that were not included in the Corrective Action Plan already, or compliance has not been achieved within the one (1) year timeline, there needs to be an amended Correction Action Plan developed, implemented, and completed within a 60-day timeline.

*Phase 3 – Any concerns identified during the review will be brought to the attention of the ILCD Committee.*

- An improvement strategy for each ‘Not Acceptable’ performance level; and
- A method to monitor progress, which will reflect improvement as compared to the baseline data.

If there is an inquiry identified as ‘Not Acceptable’ for reasons other than compliance, there must be an improvement plan in place to address the issue(s) identified

If an inquiry has been identified as ‘Needs Improvement’ but no improvement plan has been developed for it at this time, there needs to be a discussion on how the inquiry or issue will be monitored.

## **Planning to Improve**

### **Development of Action Plan(s)**

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## **Implementing the Plan**

### **Monitoring Progress**

*Phase 4 – Review plan for the implementation of the improvement strategies.* Plan is developed to address any of the inquiries rated as ‘Not Acceptable’. The ILCD Action Plan for improvement strategies is implemented and monitored. All of the improvement strategies should be reviewed for content, improvement achieved, impact on outcomes, and its relationship to school improvement. This phase will provide the districts with the opportunity to implement their improvement strategies and corrective action plan activities, gather data on the strategies, and analyze the information.

*Phase 5 – Review evaluation plan.* This ILCD phase will include the completion of improvement strategies and interventions. The district will review the outcomes from the improvement strategies and determine if existing strategies need to be continued, modified or completed by the end of this phase. The ILCD ESU Facilitator is available to work with districts to identify next steps in the ongoing ILCD Process.

### **Determining Effectiveness of the Interventions**

The Nebraska School Improvement Process (SIP) is a systematic on-going process that guides planning, implementation, evaluation, and renewal of school improvement activities to meet local and statewide goals and priorities. The SIP focuses on quality instruction, equity and accountability, and enhanced student learning. The process includes a periodic review and provides consultation to the local school and community for the continued accomplishments of plans and goals.

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**NEBRASKA'S STATE PERFORMANCE PLAN  
CONTINUOUS IMPROVEMENT RUBRIC**

**Total Number of SPP Part B Targets Met:** \_\_\_\_\_

**Total Number of SPP Part C Targets Met:** \_\_\_\_\_

<b>Part B</b>	
Level I Meet Requirements	11 or more targets are met
Level II Needs Improvement	6-10 targets are met
Level III Needs Interventions	2 or less targets are met
Not Acceptable	
<b>Part C</b>	
Level I Meet Requirements	11 or more targets are met
Level II Needs Improvement	6-10 targets are met
Level III Needs Interventions	2 or less targets are met
Not Acceptable	