



Part B: Annual Public Report on Each District's Performance on the State Performance Plan (SPP) Targets

*Improving Outcomes for Children and Youth with
Disabilities (Ages 3 through 21)*

This technical guide outlines the processes the Nebraska Department of Education, Office of Special Education uses to generate the District SPED Performance Report annually for each district.

Revised March 2026

Overview

The Individuals with Disabilities Act (IDEA) requires all state education agencies to report annually to the public on the performance of each local educational agency located in the State on the targets in the State's Performance Plan (SPP). [20 U.S.C. § 1416\(b\)\(2\)\(C\)](#).

The SPP consists of measurable and rigorous targets for each of the indicators the [United States Department of Education established](#). [The Nebraska Department of Education \(NDE\) submits an Annual Performance Report \(APR\)](#) to account for statewide performance against indicator targets. For more information about Nebraska's SPP/APR, visit <https://www.education.ne.gov/sped/public-reporting/>.

NDE annually releases each district's SPED Performance Report on or before June 1 in the Nebraska Education Profile (NEP), <https://nep.education.ne.gov/>. You can access a district's SPED Performance Report by selecting a District from the dropdown list under the heading District and School Data and clicking View District Snapshot. Then, hover over Special Education and click View Data. In the left menu select District Performance Part B.

The District SPED Performance Report includes the SPP indicators 1–14. First, the state target is listed, then the state's performance against each target, followed by the district's performance against each target. A legend at the bottom of the page explains certain symbols that NDE may use in a given SPED Performance Report. For questions on district public reporting on its performance on SPP targets, please contact the NDE Part B Data Manager at jamie.l.chambers@nebraska.gov.

This guidance document is advisory in nature but is binding on an agency until amended by such agency.

A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin, or genetic information in its education programs, administration, policies, employment, or other agency programs.

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Indicator 1: Graduation

Data Source: EDFacts file 009, which comes from district reported data in the ADVISER Year End Collection, followed up with the Year End Audit Window

Data Year: 2023–24 (lags one year from most indicators)

Data Due: June 15, 2024

Measurement/Calculation: A percentage of youth with Individualized Education Programs (IEPs) (ages 14–21) exiting special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs exiting high school (ages 14–21) in the denominator.

The denominator includes the following exiting categories: graduated with a regular high school diploma; received a certificate; reached maximum age; or dropped out.

The denominator does not include the number of youths with IEPs who exited special education due to transferring to regular education or who moved but are known to be continuing in an educational program.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students graduated. NDE uses the symbol ▼ in the District SPED Performance Report if the district reported no students graduating.

Indicator 2: Drop Out

Data Source: EDFacts file 009, which comes from district reported data in the ADVISER Year End Collection, followed up with the Year End Audit Window

Data Year: 2023–24 (lags one year from most indicators)

Data Due: June 15, 2024

Measurement/Calculation: A percentage using the number of youths with IEPs (ages 14–21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14–21) in the denominator.

The denominator includes the following exiting categories: graduated with a regular high school diploma; received a certificate; reached maximum age; or dropped out.

The denominator does not include the number of youths with IEPs who exited special education due to transferring to regular education or who moved but are known to be continuing in an educational program.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students exited special education due to dropping out. NDE uses the symbol ▼ in the District SPED Performance Report if the district reported no students exiting special education due to dropping out.

Indicator 3A: Participation Rate for Children with IEPs on the State Assessment

Data Source: Nebraska Student-Centered Assessment System (NSCAS)

Data Year: 2024–25

Data Due: NSCAS Testing Spring 2025

Measurement/Calculation: Participation rate percent = [(number of children with IEPs participating in an assessment) divided by the (total number of children with IEPs enrolled during the testing window)]. Calculated separately for reading and math and for grades 4, 8, and third-

year high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students assessed in a grade or subject.

Indicator 3B: Proficiency Rate for Children with IEPs on the State Assessment (Grade Level Academic Achievement Standards)

Data Source: NSCAS

Data Year: 2024–25

Data Due: NSCAS Testing Spring 2025

Measurement/Calculation: Proficiency rate percent = $\left[\frac{\text{number of children with IEPs taking the regular assessment and scoring at or above proficient against grade level academic achievement standards}}{\text{total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment}}\right]$. Calculated separately for reading and math and for grades 4, 8, and third-year high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students scoring at or above proficient against grade level academic achievement standards in a grade or subject.

Indicator 3C: Proficiency Rate for Children with IEPs on the State Assessment (Alternate Academic Achievement Standards)

Data Source: NSCAS

Data Year: 2024–25

Data Due: NSCAS Testing Spring 2025

Measurement/Calculation: Proficiency rate percent = $\left[\frac{\text{children with IEPs taking the alternate assessment and scoring at or above proficient against alternate academic achievement standards}}{\text{total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment}}\right]$. Calculated separately for reading and math and for grades 4, 8, and third-year high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students scoring at or above proficient against alternate academic achievement standards in a grade or subject. NDE uses the symbol ▼ in the District SPED Performance Report if the district reported no students scoring at or above proficient against alternate academic achievement standards in a grade or subject.

Indicator 3D: Gap in Proficiency Rates for Students with IEPs and All Students on the State Assessment (Grade Level Academic Achievement Standards)

Data Source: NSCAS

Data Year: 2024–25

Data Due: NSCAS Testing Spring 2025

Measurement/Calculation: Proficiency rate gap = $\left[\text{proficiency rate for children with IEPs scoring}\right]$

at or above proficient against grade level academic achievement standards for the 2022–23 school year subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2022–23 school year)]. Calculated separately for reading and math and for grades 4, 8, and third-year high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students scoring at or above proficient against alternate academic achievement standards in a grade or subject.

Indicator 4A: Suspension/Expulsion

Data Source: Discipline data from ADVISER Year End Collection, followed up with the Year End Audit Window

Data Year: 2023–24 (lags one year from most indicators)

Data Due: June 15, 2024

Measurement/Calculation: A significant discrepancy in the rate of out-of-school suspensions and expulsions greater than 10 days is defined as a district suspension/expulsion rate of greater than 5% with 10 or more students with disabilities suspended or expelled in a school year and at least 30 students with disabilities in the district.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students with disabilities suspended or expelled in a school year.

Indicator 4B: Suspension/Expulsion by Race or Ethnicity

Data Source: ADVISER Year End Collection

Data Year: 2023–24 (lags one year from most indicators)

Data Due: June 15, 2024

Measurement/Calculation: A significant discrepancy in the rate of out-of-school suspensions and expulsions greater than 10 days is defined as a district suspension/expulsion rate of greater than 5% with 10 or more students with disabilities of a given race/ethnicity suspended or expelled in a school year and at least 30 students with disabilities of all other races/ethnicities combined in the district. If the district has a significant discrepancy, NDE then reviews district policies, practices, and procedures to determine whether they contributed to the significant discrepancy and comply with requirements relating to IEP development and implementation, the use of positive behavioral interventions and supports, and procedural safeguards. A district is identified for Indicator 4B if it meets both elements.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students of a given race/ethnicity suspended or expelled in a school year.

Indicator 5A: Education Environments (children 5 (kindergarten)–21) – Inside regular class 80% or more of day

Data Source: ADVISER Fall Collection, followed up with the Fall Audit Window (Special Education Setting Data (ADVISED Code 20))

Data Year: 2024–25

Data Due: October 15, 2024

Measurement/Calculation: Percent = [(number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total number of students aged 5 who are enrolled in kindergarten and aged 6

through 21 with IEPs] times 100.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

Indicator 5B: Education Environments (children 5 (kindergarten)–21) – Inside regular class less than 40% of day

Data Source: ADVISER Fall Collection, followed up with the Fall Audit (Special Education Setting Data (ADVISER Code 22))

Data Year: 2024–25

Data Due: October 15, 2024

Measurement/Calculation: Percent = [(number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total number of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.

Indicator 5C: Education Environments (children 5 (kindergarten)–21) – In separate schools, residential facilities, or homebound/hospital placements

Data Source: ADVISER Fall Collection, followed up with the Fall Audit (Special Education Setting Data (ADVISER Codes 05, 07, and 13))

Data Year: 2024–25

Data Due: October 15, 2024

Measurement/Calculation: Percent = [(number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total number of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.

Indicator 6A: Preschool Environments – Receiving the majority of services in the regular early childhood program

Data Source: ADVISER Fall Collection, followed up with the Fall Audit (Special Education Setting Data (ADVISER Codes 16 and 18))

Data Year: 2024–25

Data Due: October 15, 2024

Measurement/Calculation: Percent = [(number of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total number of children ages 3, 4, and 5 with IEPs)] times 100. Calculated separately for each age group.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 children of a given age group with IEPs attending a regular early childhood program and receiving the

majority of special education and related services in the regular early childhood program. NDE uses the symbol ▼ in the District SPED Performance Report if the district reported no children of a given age group with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Indicator 6B: Preschool Environments – Separate special education class, separate school, or residential facility

Data Source: ADVISER Fall Collection, followed up with the Fall Audit (Special Education Setting Data (ADVISER Codes 5–7))

Data Year: 2024–25

Data Due: October 15, 2024

Measurement/Calculation: Percent = [(number of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility) divided by the (total number of children ages 3, 4, and 5 with IEPs)] times 100. Calculated separately for each age group.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 children of a given age group with IEPs attending a separate special education class, separate school, or residential facility. NDE uses the symbol ▼ in the District SPED Performance Report if the district reported no children of a given age group with IEPs attending a separate special education class, separate school, or residential facility.

Indicator 6C: Preschool Environments – Receiving services in the home

Data Source: ADVISER Fall Collection, followed up with the Fall Audit (Special Education Setting Data (ADVISER Code 8))

Data Year: 2024–25

Data Due: October 15, 2024

Measurement/Calculation: Percent = [(number of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total number of children ages 3, 4, and 5 with IEPs)] times 100. Calculated separately for each age group.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 children of a given age group with IEPs receiving special education and related services in the home. NDE uses the symbol ▼ in the District SPED Performance Report if the district reported no children of a given age group with IEPs receiving special education and related services in the home.

Indicator 7: Preschool Outcomes

Data Source: Teaching Strategies (TS) GOLD System

Data Year: 2024–25

Data Due: June 15, 2025

Measurement/Calculation: Percent of preschool children aged three through five with IEPs who demonstrate improved: positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/ communication and early literacy); and use of appropriate behaviors to meet their needs.

Outcome Progress Categories
a. Preschool children who did not improve functioning
b. Preschool children who improved functioning but not sufficient to move nearer to

functioning comparable to same-aged peers
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
d. Preschool children who improved functioning to reach a level comparable to same-aged peers
e. Preschool children who maintained functioning at a level comparable to same-aged peers

Summary Statement	Outcome A: Positive social-emotional skills (including social relationships)	Calculation
1.	Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	$(c+d)/(a+b+c+d)$
2.	The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	$(d+e)/(a+b+c+d+e)$
	Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1.	Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	$(c+d)/(a+b+c+d)$
2.	The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	$(d+e)/(a+b+c+d+e)$
	Outcome C: Use of appropriate behaviors to meet their needs	
1.	Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	$(c+d)/(a+b+c+d)$
2.	The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	$(d+e)/(a+b+c+d+e)$

Public Reporting Considerations: NDE masks the data if the district reported less than 10 preschool children aged 3 through 5 with IEPs who achieve a certain outcome. NDE uses the symbol ▼ in the District SPED Performance Report if the district reported no preschool children aged 3 through 5 with IEPs who achieve a certain outcome.

Indicator 8: Parent Involvement

Data Source: Part B Parent Survey

Data Year: 2024–25

Data Due: April 18, 2025

Measurement/Calculation: 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.

Public Reporting Considerations: NDE uses the symbol ❖ if NDE did not require the district to administer the survey. NDE does not require all districts to administer the survey each school year, unless NDE is conducting a census of all districts.

Indicator 9: Disproportionate Representation of Racial and Ethnic

Groups in Special Education

Data Source: ADVISER Fall Collection, followed up with the Fall Audit

Data Year: 2024–25

Data Due: October 15, 2024

Measurement/Calculation: Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

NDE defines disproportionate representation as a risk ratio of 3.0 and above for a single year if a district has an identification risk ratio greater than or equal to 3 for children ages 5 (in kindergarten) through 21 for the current year are considered to have disproportionate representation. If the district has disproportionate representation, NDE then reviews district policies, practices, and procedures to determine whether they led to inappropriate identification. A district is identified for Indicator 9 if it meets both elements.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students with a disability ages 5-21 in the given school year.

Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories

Data Source: ADVISER Fall Collection, followed up with the Fall Audit

Data Year: 2024–25

Data Due: October 15, 2024

Measurement/Calculation: Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

NDE defines disproportionate representation as a risk ratio of 3.0 and above for a single year if a district has identified 10 or more students of a given race/ethnicity with a specific disability category and has at least 30 students of that race/ethnicity in the district. NDE uses the alternate risk ratio for any districts that do not have at least 30 students of a given race/ethnicity in the district. If the district has disproportionate representation, NDE then reviews district policies, practices, and procedures to determine whether they led to inappropriate identification. A district is identified for Indicator 10 if it meets both elements.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 students with a specific disability category ages 5-21 in the given school year.

Indicator 11: Child Find

Data Source: Improving Learning for Children with Disabilities (ILCD)

Data Year: 2024–25

Data Due: September 19, 2025

Measurement/Calculation:

- A. # of children for whom parental consent to an initial evaluation was received and eligibility was determined during the time frame listed
- B. # of children determined not eligible whose evaluations and eligibility determinations were completed within 45 school days (or 60 calendar days, whichever is first);
- C. # of children determined eligible whose evaluations and eligibility determinations were completed within 45 school days (or 60 calendar days, whichever is first)
- D. Initial evaluations during the time frame listed that exceeded 45 school days (or 60 calendar days, whichever is first) (A-(B+C))

E. Indicate the range of days beyond the 45 school days (or 60 calendar days, whichever is first) timeline when eligibility was determined

Percent = [(B+C) divided by (A)] times 100.

All districts must provide this annual data collection.

Public Reporting Considerations: NDE masks the data if the district reported less than 10 children for whom the district received parental consent to evaluate.

Indicator 12: Early Childhood Transition

Data Source: District reported data in the ADVISER Year End Collection, followed up with the Year End Audit Window, and verified by state monitoring file review.

Data Year: 2024–25

Data Due: June 30th, 2025; selected verification data due: September 5th, 2025

Measurement/Calculation:

- a. number of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. number of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under [34 C.F.R. § 300.301\(d\)](#) applied.
- e. number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. number of children whose parents chose to continue early intervention services beyond the child's third birthday.

Districts must report to NDE children included in (a), but not included in b, c, d, e, or f and indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

All districts must provide this annual data collection and verify the components through a state monitoring file review.

Public Reporting Considerations: NDE masks the data if a district reported less than 10 children served in Part C and referred to Part B for Part B eligibility determination.

Indicator 13: Secondary Transition

Data Source: ILCD Self Assessment (Questions aligned with the NTACT-C, National Technical Assistance Center on Transition-Collaborative, "Indicator 13 Checklist Form A")

Data Year: 2024–25

Data Due: October 16, 2025

Measurement/Calculation: Percent = [(number of youth with IEPs aged 14 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, 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) divided by the (number of youth with an IEP age 14 and above)] times 100.

Public Reporting Considerations: NDE uses the message "Indicator 13 No Data" if the district had no students reported in this age group.

Indicator 14: Post-School Outcomes

Data Source: A mailing goes out with a paper survey followed by emails, texts, and telephone interviews conducted with youth who had IEPs and left secondary school during 2023–24.

Data Year: Interviews completed during the summer of 2025 with exiters from the 2023–24 school year.

Data Due: The list of students for which NDE requests the district provide contact information is pulled from the Special Education Exiters the district reported in the ADVISER Year End Collection, 2023–24.

Measurement/Calculation:

A. Percent enrolled in higher education = [(number 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) divided by the (number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(number 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 competitively employed within one year of leaving high school) divided by the (number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(number 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 in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

The United States Department of Education established the definitions used in the Measurement/Calculation and can be referenced in [NDE's SPP/APR](#).

Public Reporting Considerations: NDE masks the data if the district reported less than 10 exiters. NDE uses the symbol ▼ in the District SPED Performance Report if the district reported no exiters. NDE uses the symbol ■ if the district provided contact information for students, but no students

responded to the survey.

□□ Sample District SPED Performance Report

2024– 2025

HUSKERS RULE SCHOOL DISTRICT

#	Performance Indicators	State Target	State Perf.	District Perf.
1	Graduation: Percent of youth with IEPs graduating with regular diploma	78.85%	80.08%	82.35%
2	Drop Out: Percent of youth with IEPs dropping out	11.81%	15.47%	9.79%
3A	Participation rate of fourth graders with IEPs on the state reading assessment	95.00%	99.38%	99.76%
3A	Participation rate of eighth graders with IEPs on the state reading assessment	95.00%	98.76%	99.76%
3A	Participation rate of third year high schoolers with IEPs on the state reading assessment	95.00%	90.93%	99.76%
3A	Participation rate of fourth graders with IEPs on the state math assessment	95.00%	99.25%	99.53%
3A	Participation rate of eighth graders with IEPs on the state math assessment	95.00%	98.64%	99.53%
3A	Participation rate of third year high schoolers with IEPs on the state math assessment	95.00%	90.69%	99.53%
3B	Proficiency rate for fourth graders with IEPs on the state reading assessment	27.02%	28.83%	22.00%
3B	Proficiency rate for eighth graders with IEPs on the state reading assessment	19.52%	25.05%	16.00%
3B	Proficiency rate for third year high schoolers with IEPs on the state reading assessment	13.63%	8.98%	1.13%
3B	Proficiency rate for fourth graders with IEPs on the state math assessment	23.33%	32.94%	13.89%
3B	Proficiency rate for eighth graders with IEPs on the state math assessment	16.35%	20.69%	28.51%
3B	Proficiency rate for third year high schoolers with IEPs on the state math assessment	12.53%	8.35%	30.90%
3C	Proficiency rate for fourth graders with IEPs on the state reading alternate assessment	47.94%	60.00%	66.49%
3C	Proficiency rate for eighth graders with IEPs on the state reading alternate assessment	36.09%	49.32%	53.72%
3C	Proficiency rate for third year high schoolers with IEPs on the state reading alternate assessment	46.16%	37.05%	16.22%
3C	Proficiency rate for fourth graders with IEPs on the state math alternate assessment	46.02%	48.68%	59.16%
3C	Proficiency rate for eighth graders with IEPs on the state math alternate assessment	46.55%	44.09%	41.49%
3C	Proficiency rate for third year high schoolers with IEPs on the state math alternate assessment	38.52%	34.98%	13.51%
3D	Gap in proficiency rates for fourth graders with IEPs and all students on the state reading assessment	26.68%	30.85%	59.68%
3D	Gap in proficiency rates for eighth graders with IEPs and all students on the state reading assessment	31.07%	38.55%	56.34%
3D	Gap in proficiency rates for third year high schoolers with IEPs and all students on the state reading assessment	34.32%	35.23%	42.81%
3D	Gap in proficiency rates for fourth graders with IEPs and all students on the state math assessment	22.33%	27.97%	47.71%
3D	Gap in proficiency rates for eighth graders with IEPs and all students on the state math assessment	28.93%	37.19%	56.57%
3D	Gap in proficiency rates for third year high schoolers with IEPs and all students on the state math assessment	33.13%	34.37%	61.21%
4A	Significant discrepancy in the rate of suspensions and expulsions of	0.00%	0.56%	0.00%

#	Performance Indicators	State Target	State Perf.	District Perf.
	greater than 10 days in a school year for children with IEPs			
5A	Education Environment: Inside regular class 80% or more of day	81.78%	81.95%	79.76%
5B	Education Environment: Inside regular class less than 40% of day	5.42%	5.56%	8.50%
5C	Education Environment: In separate schools, residential facilities, or homebound/hospital placements	2.20%	1.84%	3.45%
6A	Percent of three-year-olds with IEPs enrolled in a regular early childhood program and receiving the majority of services in the regular early childhood program	67.45%	66.13%	83.33%
6B	Percent of three-year-olds with IEPs enrolled in a separate special education class, separate school, or residential facility	3.51%	3.92%	4.78%
6C	Percent of three-year-olds with IEPs receiving services in the home	18.16%	14.25%	11.89%
6A	Percent of four-year-olds with IEPs enrolled in a regular early childhood program and receiving the majority of services in the regular early childhood program	83.65%	78.11%	82.45%
6B	Percent of four-year-olds with IEPs enrolled in a separate special education class, separate school, or residential facility	2.30%	1.83%	6.30%
6C	Percent of four-year-olds with IEPs receiving services in the home	6.76%	6.09%	11.25%
6A	Percent of five-year-olds with IEPs enrolled in a regular early childhood program and receiving the majority of services in the regular early childhood program	79.03%	79.35%	78.89%
6B	Percent of five-year-olds with IEPs enrolled in a separate special education class, separate school, or residential facility	2.18%	1.04%	12.50%
6C	Percent of five-year-olds with IEPs receiving services in the home	6.03%	2.67%	8.61%
7A_1	Percent of preschool children who substantially increased their rate of growth in positive social emotional skills (GOLD Summary Statement 1)	57.70%	58.77%	67.80%
7A_2	Percent of preschool children functioning within age expectations in positive social emotional skills (GOLD Summary Statement 2)	60.50%	61.31%	69.46%
7B_1	Percent of preschool children who substantially increased their rate of growth in the acquisition and use of knowledge and skills (including early language/communication) (GOLD Summary Statement 1)	62.70%	62.64%	67.80%
7B_2	Percent of preschool children functioning within age expectations in the acquisition and use of knowledge and skills (including early language/communication) (GOLD Summary Statement 2)	55.90%	58.97%	44.15%
7C_1	Percent of preschool children who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs (GOLD Summary Statement 1)	58.60%	59.81%	67.80%
7C_2	Percent of preschool children functioning within age expectations in the use of appropriate behaviors to meet their needs (GOLD Summary Statement 2)	64.60%	65.70%	57.09%
8	Parent Involvement: Percent of parents who report that the school facilitated parent involvement	90.91%	84.41%	95.68%
14A	Percent of youth with IEPs who are enrolled in higher education within one year of leaving high school	31.73%	30.98%	36.00%
14B	Percent of youth with IEPs who are enrolled in higher education or competitively employed within one year of leaving high school	35.78%	58.82%	49.60%
14C	Percent of youth with IEPs who are 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	45.51%	73.46%	55.60%

#	Compliance Indicators	State Target	State Perf.	District Perf.
4B	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	0%	1.91%	0.00%
9	Disproportionate representation of racial and ethnic groups in special education due to inappropriate identification	0.00%	0.00%	0.00%
10	Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification	0.00%	1.52%	0.00%
11	Percent of children evaluated within 60 calendar days or 45 school days of parental consent for initial evaluation	100.00%	98.56%	0.00%
12	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	100.00%	0.00%
13	Percent of youth with IEPs aged 14 and above with an IEP that includes all secondary transition requirements	100.00%	85.71%	100.00%

Legend

▼ No Students Reported

■ Indicator 14: District provided contact information for students, but no students responded to the survey

◆◆◆◆ Not Required In This School Year for this District

Data will be masked when published on the Nebraska Education Profile. For Indicators 4A, 4B, 9, and 10 district did not meet the required n size for calculation.

Please note that the data reported in the Special Education Performance Reports may not exactly match the data displayed on the Nebraska Education Profile (NEP). This is due to differences in federal reporting requirements and data specifications. For NEP, the data displayed shows the data used for ESSA reporting, not IDEA reporting. As a result, students who are in “separate facilities” such as West Kearney or West Hastings are included in the district’s participation, but not in the proficiency calculation. For Performance Reports, the data is reported according to the federal IDEA requirement. As a result, the data and results for students who are in “separate facilities” such as West Kearney or West Hastings, are included with the students’ resident district. These differences make the data shown on NEP differ from the data on the Performance report.