Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Table of Contents

Graduation 2
Dropout 4
Participation 5
Performance 12
Suspension and Expulsion 19
Least Restrictive Environment 6-21 21
Least Restrictive Environment 3-5 24
Early Childhood Outcomes 26
Secondary Transition - IEP 32
Secondary Transition - One Year Out 33
Report Definition 36

UPDATE:

FFY13 (2013-2014) marks the beginning of a new reporting period and State Performance Plan. There were several noteworthy changes to the Annual Performance Report for the current and subsequent years of the reporting period, which ends with FFY18 (2018-2019). The information below outlines changes to individual indicators. Indicators not listed were unchanged from the prior State Performance Plan.

- **Indicator 2 -** The US Department of Education's Office of Special Education Programs redefined the measurement for Indicator B2 for FFY 2012 (2012-2013). The numerator remains the number of students who dropped out. The denominator has been redefined as the sum of (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, (d) dropped out, or (e) died.
- **Indicator 15 -** This indicator has been deleted from the SPP/APR.
- **Indicator 20 -** This indicator has been deleted from the SPP/APR.

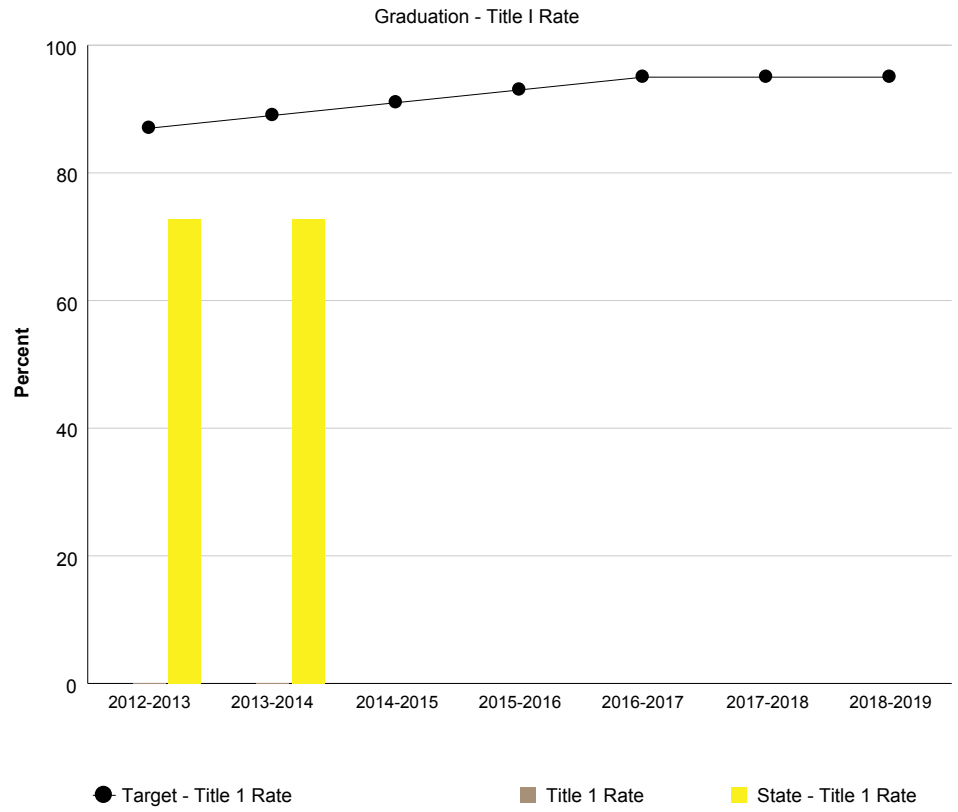
New targets were set for all remaining indicators for FFY13-FFY18. Iowa Department of Education staff developed targets for performance indicators using available data and knowledge of current practices. Proposed targets and rational were presented to the Special Education Advisory Panel (SEAP) for approval. In some cases, targets for the prior reporting period were deemed to be overly ambitious and were adjusted accordingly. This explains why some targets seem to be moving in the wrong direction between FFY12 and FFY13.

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Title 1 Rate	0.00	0.00	No Value	No Value	No Value	No Value	No Value
State - Title 1 Rate	72.74	72.74	No Value	No Value	No Value	No Value	No Value
Target - Title 1 Rate	87.00	89.00	91.00	93.00	95.00	95.00	95.00

Data source: SRI
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

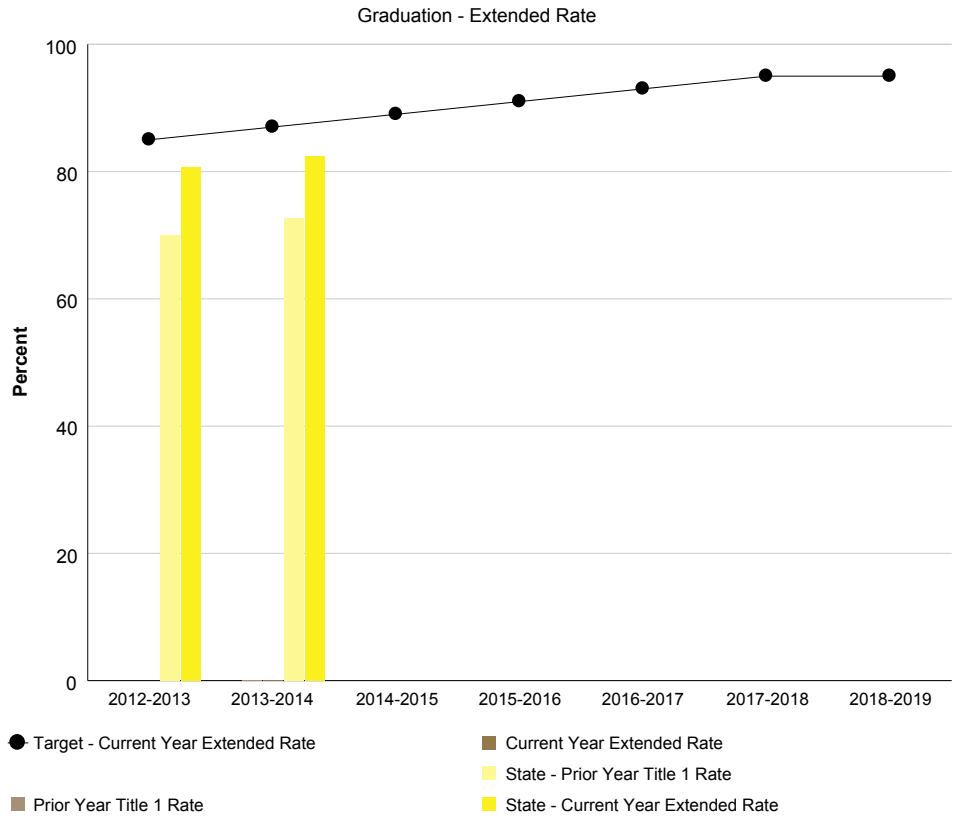
Note: The data for Indicator B1 lag one year. This means that the data reported for FFY 2013 (2013-2014) were collected during the 2012-2013 school year.

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Prior Year Title 1 Rate	*	0.00	No Value	No Value	No Value	No Value	No Value
Current Year Extended Rate	*	0.00	No Value	No Value	No Value	No Value	No Value
State - Prior Year Title 1 Rate	69.96	72.74	No Value	No Value	No Value	No Value	No Value
State - Current Year Extended Rate	80.76	82.36	No Value	No Value	No Value	No Value	No Value
Target - Current Year Extended Rate	85.00	87.00	89.00	91.00	93.00	95.00	95.00

Data source: SRI
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

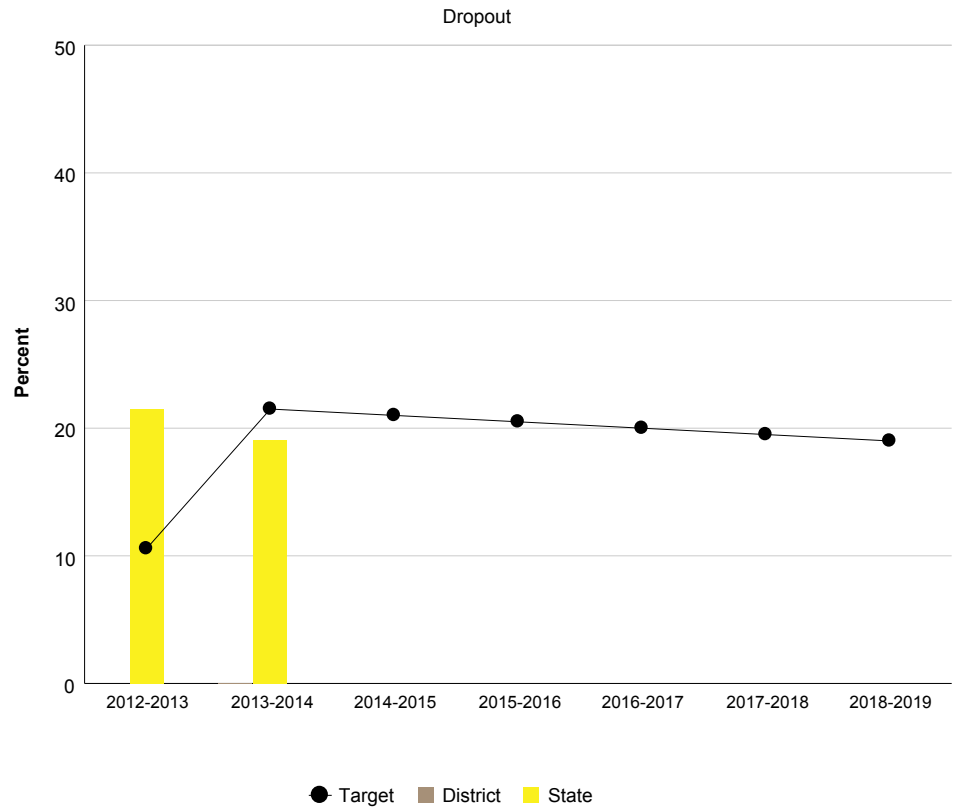
Note: The data for Indicator B1 lag one year. This means that the data reported for FFY 2013 (2013-2014) were collected during the 2012-2013 school year.

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B2: Percent of students with IEPs dropping out of high school.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	No Value	No Value	No Value	No Value	No Value
State	21.49	19.09	No Value	No Value	No Value	No Value	No Value
Target	10.56	21.50	21.00	20.50	20.00	19.50	19.00

Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

Note: The data for Indicator B2 lag one year. This means that the data reported for FFY 2013 (2013-2014) were collected during the 2012-2013 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 dropped out. The denominator is the sum of (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, (d) dropped out, or (e) died.

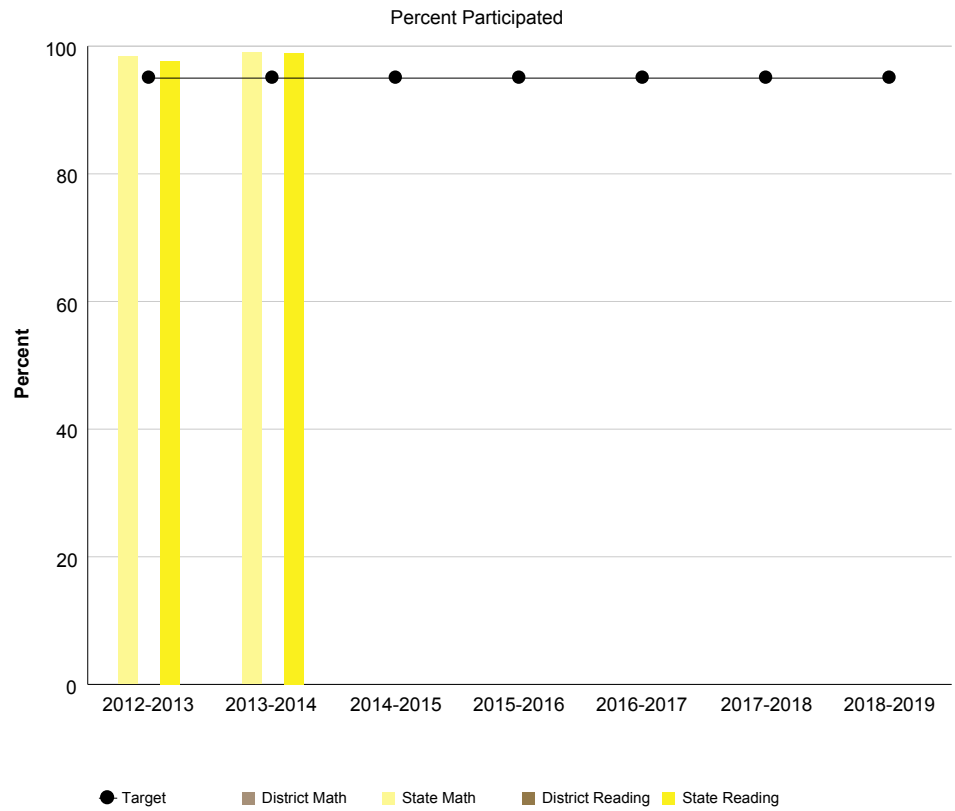
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 3rd Grade Participation



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	No Value	*	No Value	No Value	No Value	No Value	No Value
State Math	98.40	99.01	No Value	No Value	No Value	No Value	No Value
District Reading	No Value	*	No Value	No Value	No Value	No Value	No Value
State Reading	97.65	98.94	No Value	No Value	No Value	No Value	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

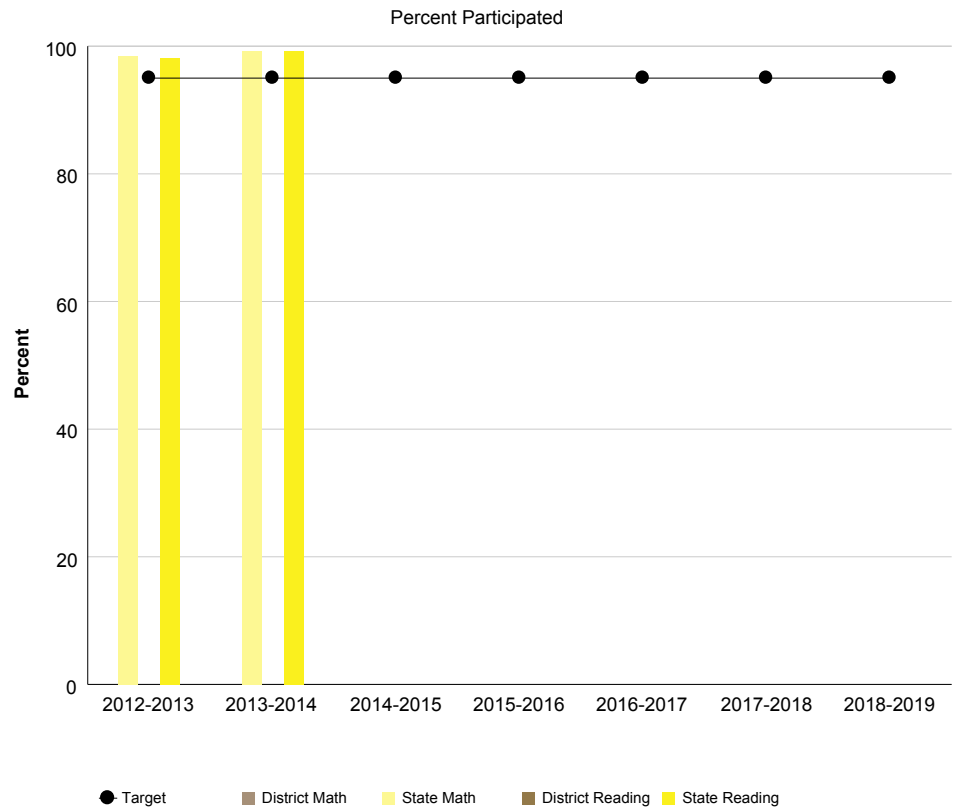
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 4th Grade Participation



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	No Value	No Value	No Value	No Value	No Value	No Value
State Math	98.43	99.20	No Value	No Value	No Value	No Value	No Value
District Reading	*	No Value	No Value	No Value	No Value	No Value	No Value
State Reading	98.11	99.22	No Value	No Value	No Value	No Value	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

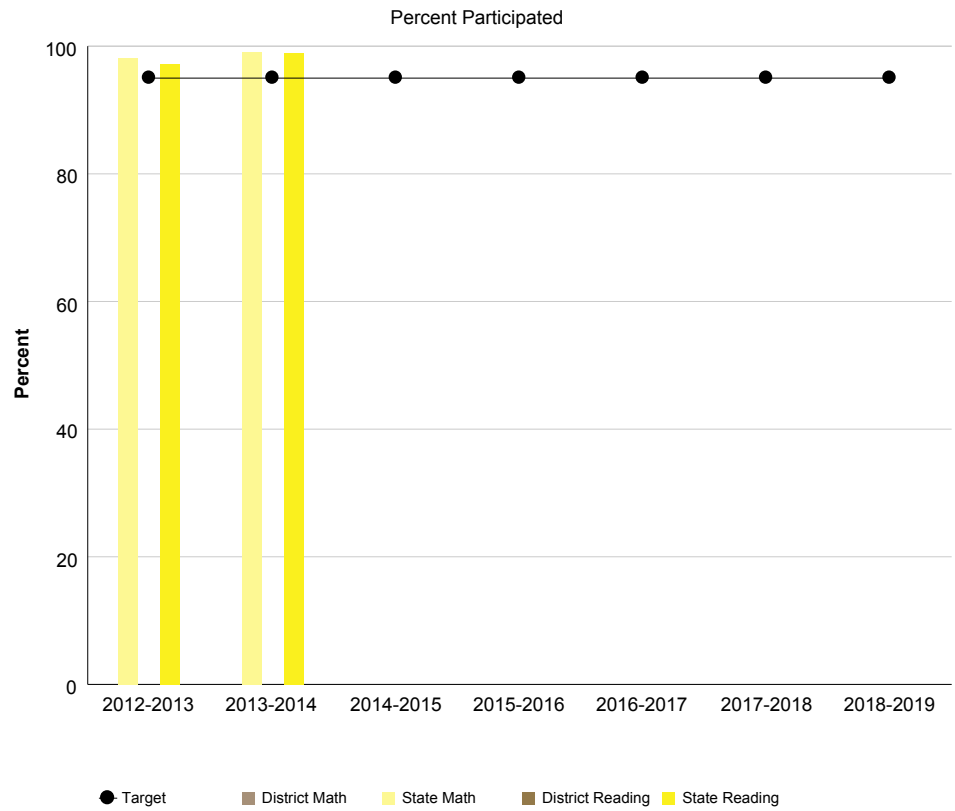
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 5th Grade Participation



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	*	No Value	No Value	No Value	No Value	No Value
State Math	98.17	99.14	No Value	No Value	No Value	No Value	No Value
District Reading	*	*	No Value	No Value	No Value	No Value	No Value
State Reading	97.20	98.98	No Value	No Value	No Value	No Value	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

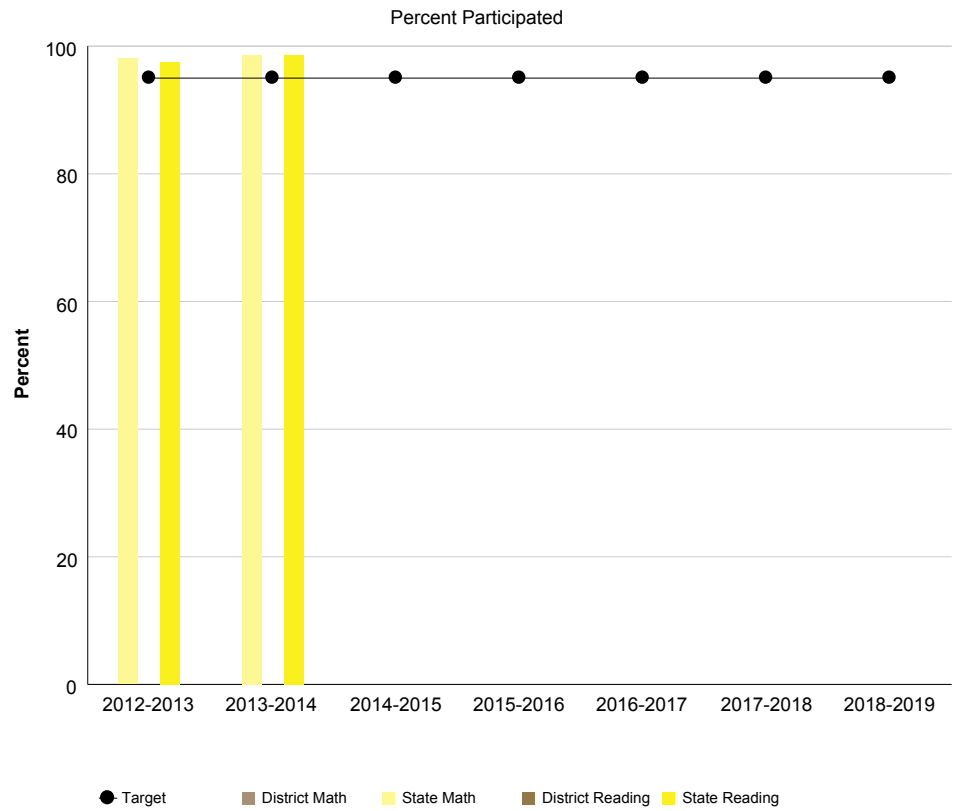
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 6th Grade Participation



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	No Value	*	No Value	No Value	No Value	No Value	No Value
State Math	98.07	98.67	No Value	No Value	No Value	No Value	No Value
District Reading	No Value	*	No Value	No Value	No Value	No Value	No Value
State Reading	97.57	98.60	No Value	No Value	No Value	No Value	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

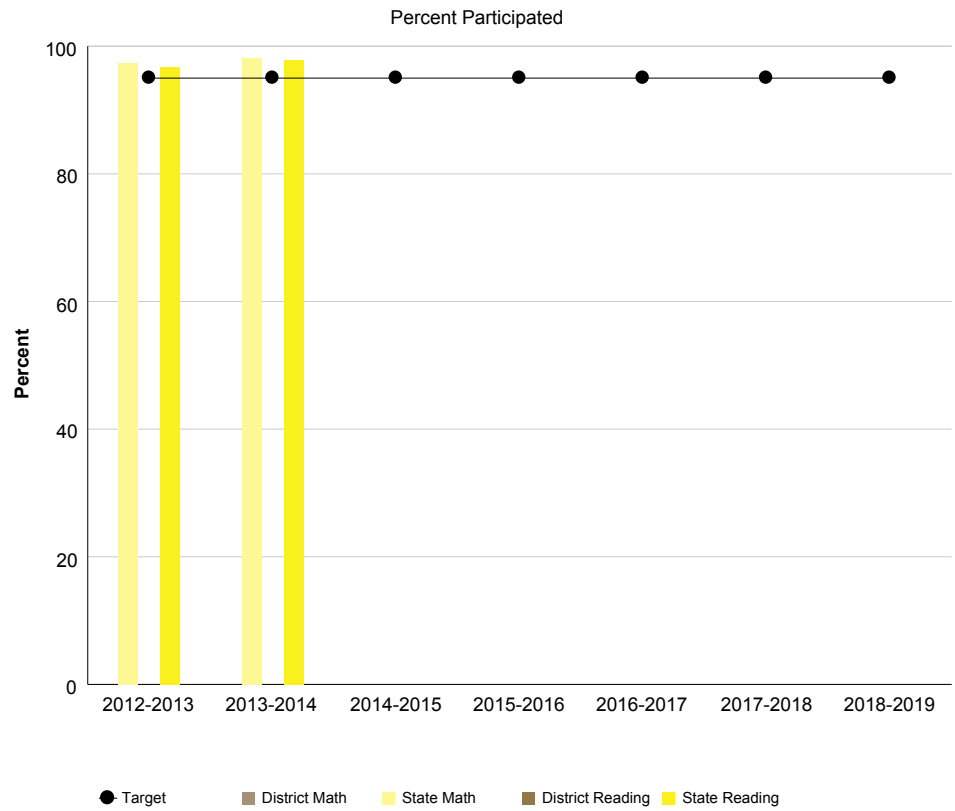
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 7th Grade Participation



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	No Value	No Value	No Value	No Value	No Value	No Value
State Math	97.36	98.18	No Value	No Value	No Value	No Value	No Value
District Reading	*	No Value	No Value	No Value	No Value	No Value	No Value
State Reading	96.80	97.90	No Value	No Value	No Value	No Value	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

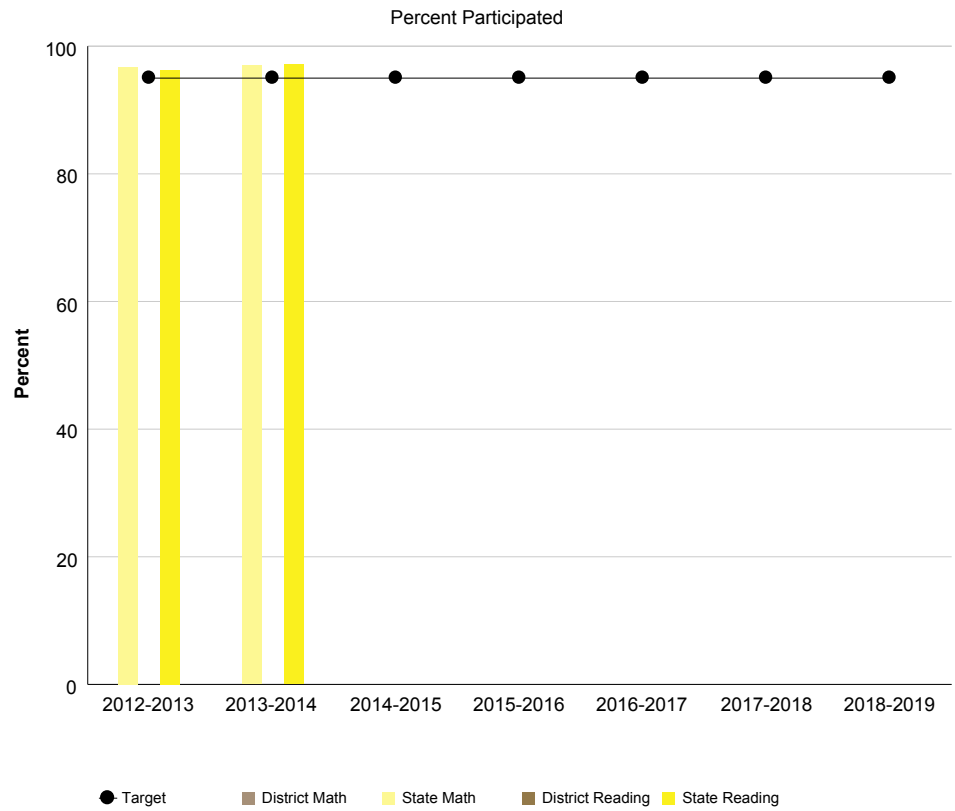
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 8th Grade Participation



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	No Value	No Value	No Value	No Value	No Value	No Value
State Math	96.77	96.98	No Value	No Value	No Value	No Value	No Value
District Reading	*	No Value	No Value	No Value	No Value	No Value	No Value
State Reading	96.25	97.13	No Value	No Value	No Value	No Value	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

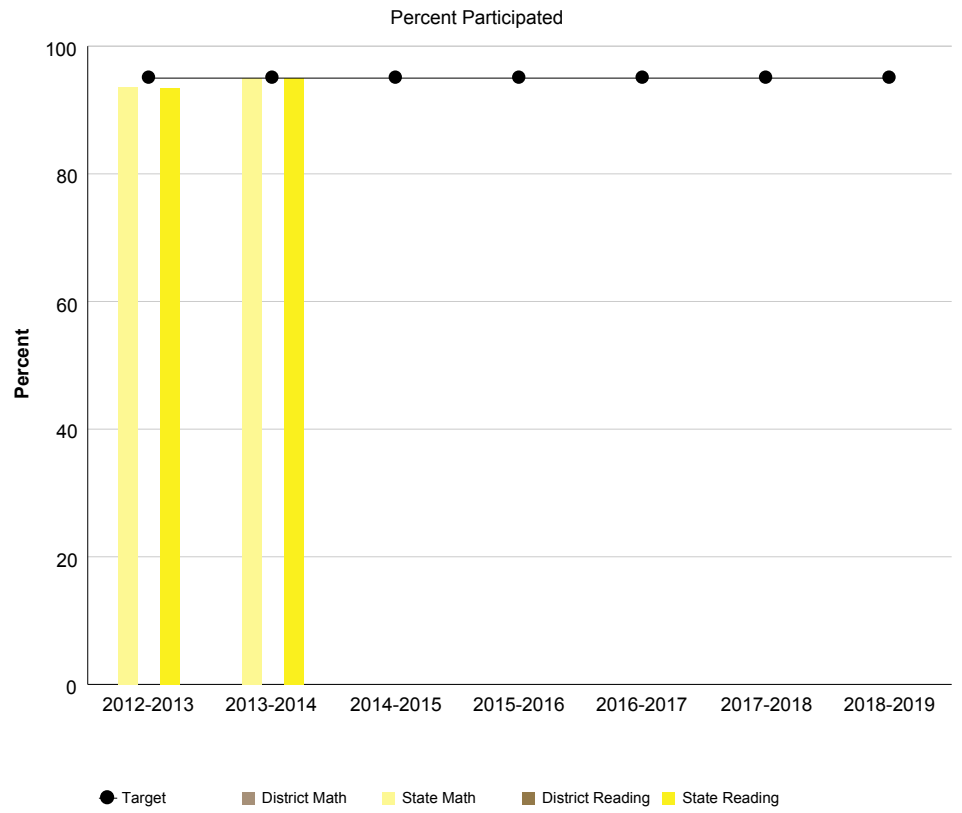
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 11th Grade Participation



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	No Value	No Value	No Value	No Value	No Value	No Value	No Value
State Math	93.62	94.97	No Value	No Value	No Value	No Value	No Value
District Reading	No Value	No Value	No Value	No Value	No Value	No Value	No Value
State Reading	93.40	94.99	No Value	No Value	No Value	No Value	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

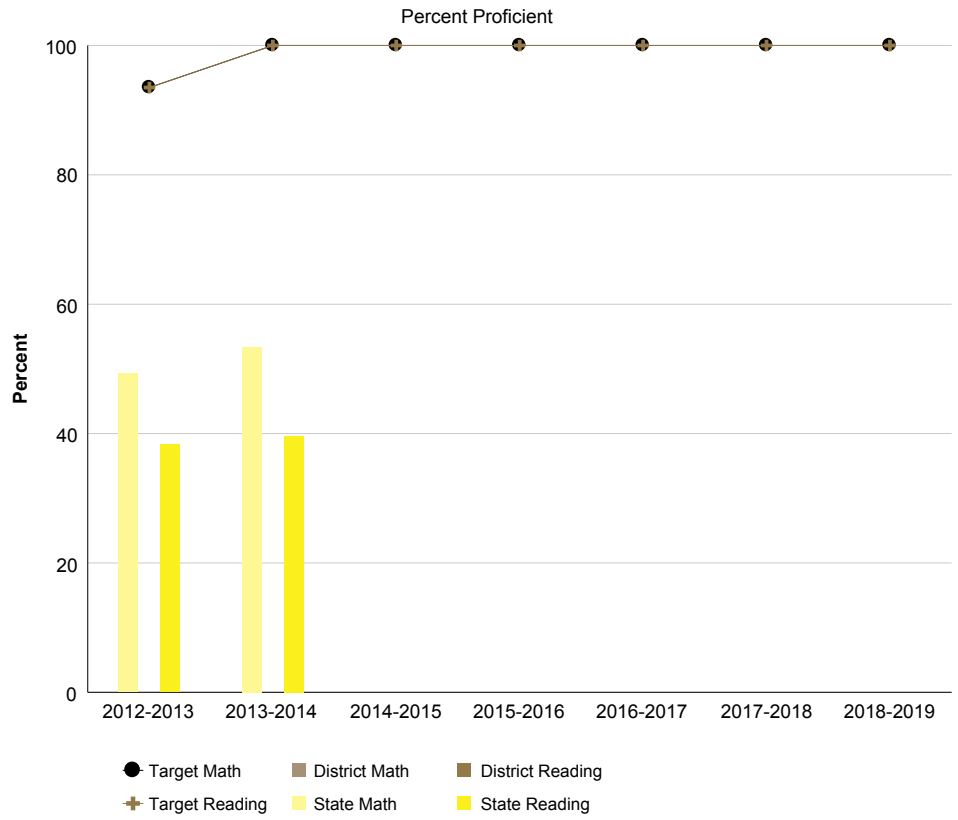
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

Indicator B3C: 3rd Grade Proficiency



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	No Value	*	No Value	No Value	No Value	No Value	No Value
State Math	49.28	53.43	No Value	No Value	No Value	No Value	No Value
District Reading	No Value	*	No Value	No Value	No Value	No Value	No Value
State Reading	38.34	39.61	No Value	No Value	No Value	No Value	No Value
Target Math	93.50	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	93.50	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

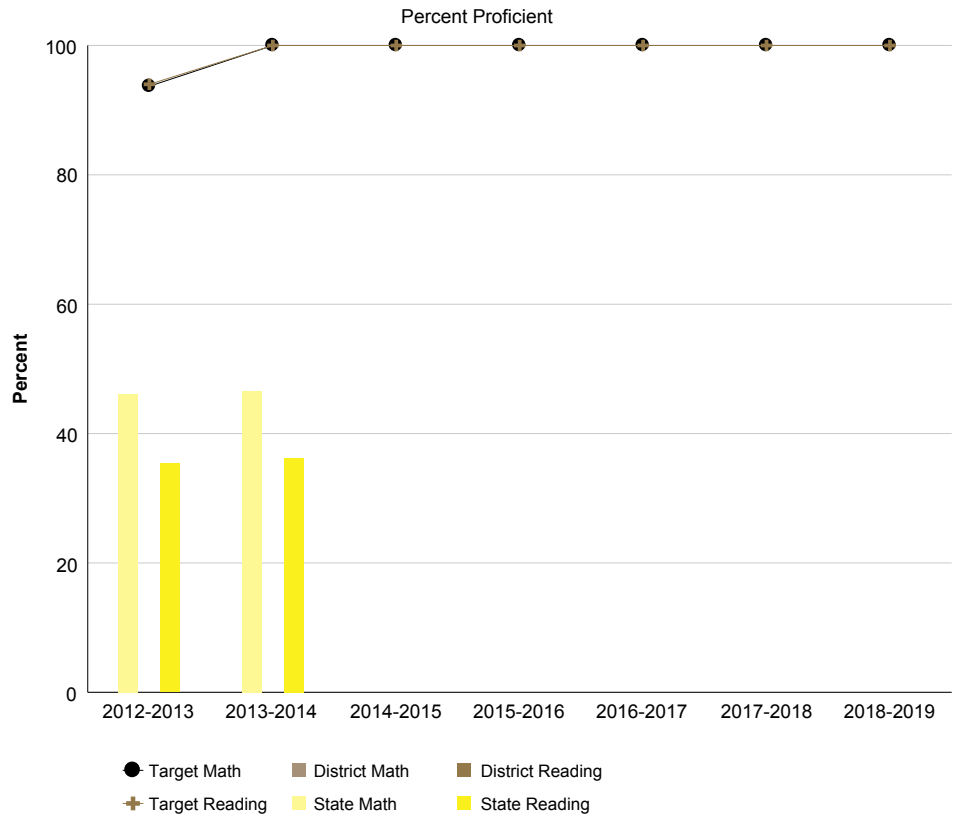
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

Indicator B3C: 4th Grade Proficiency



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	No Value	No Value	No Value	No Value	No Value	No Value
State Math	46.12	46.60	No Value	No Value	No Value	No Value	No Value
District Reading	*	No Value	No Value	No Value	No Value	No Value	No Value
State Reading	35.36	36.20	No Value	No Value	No Value	No Value	No Value
Target Math	93.70	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	94.00	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

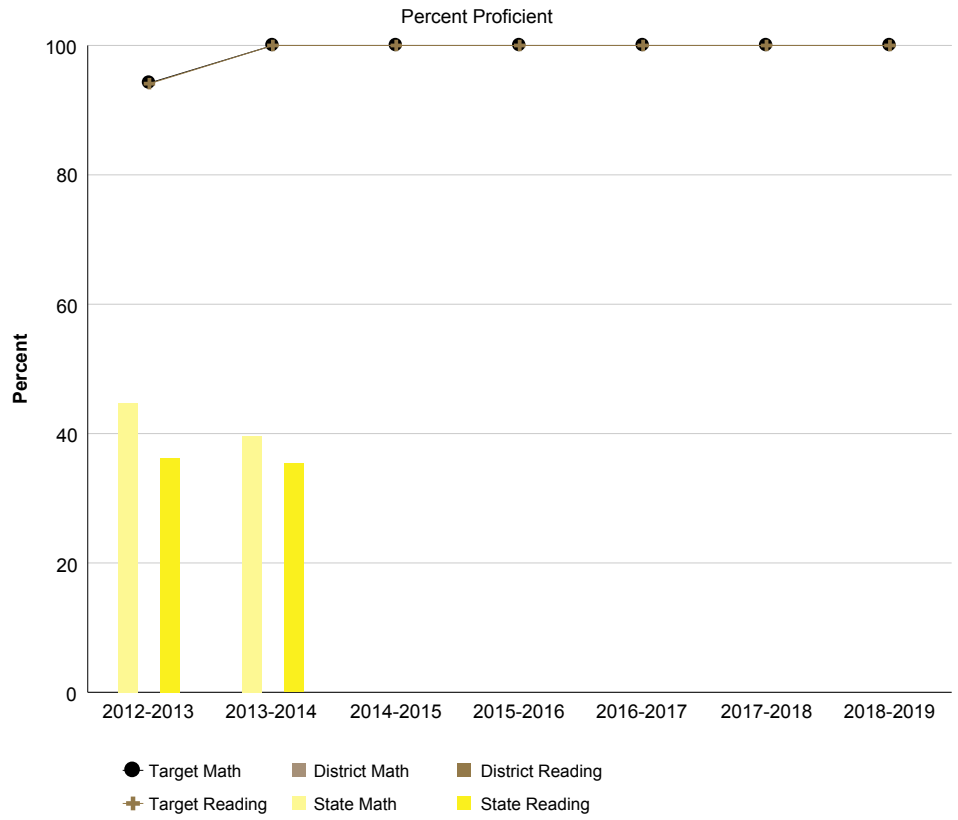
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

Indicator B3C: 5th Grade Proficiency



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	*	No Value	No Value	No Value	No Value	No Value
State Math	44.77	39.66	No Value	No Value	No Value	No Value	No Value
District Reading	*	*	No Value	No Value	No Value	No Value	No Value
State Reading	36.25	35.40	No Value	No Value	No Value	No Value	No Value
Target Math	94.20	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	94.10	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

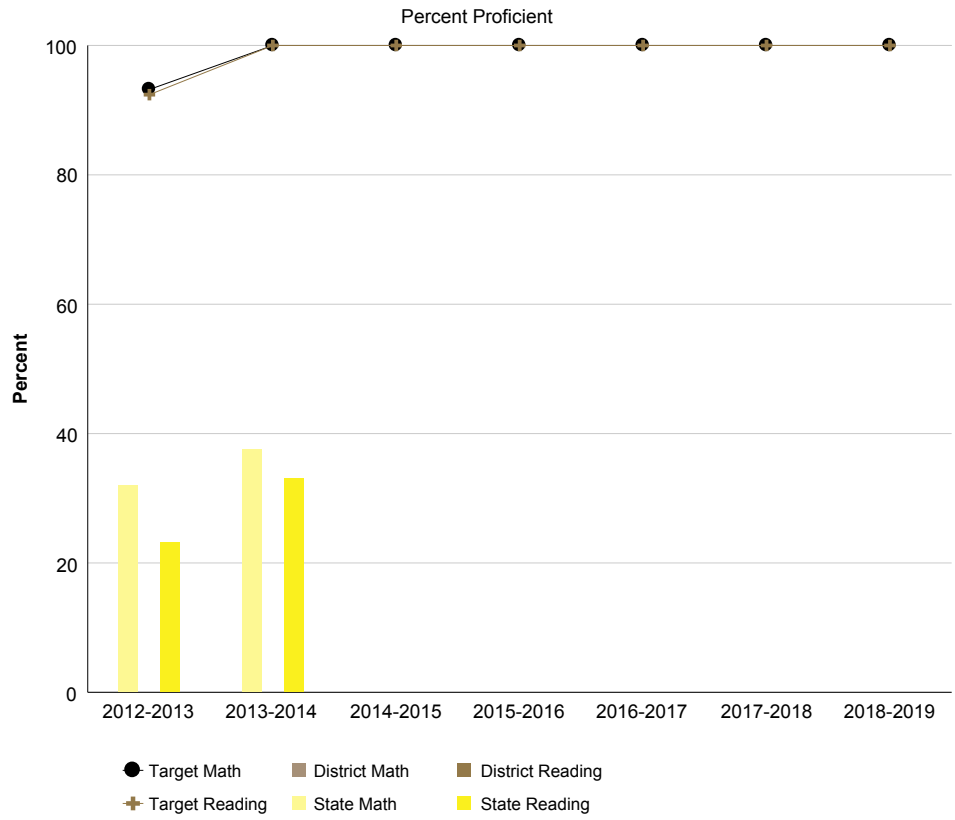
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

Indicator B3C: 6th Grade Proficiency



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	No Value	*	No Value	No Value	No Value	No Value	No Value
State Math	31.95	37.57	No Value	No Value	No Value	No Value	No Value
District Reading	No Value	*	No Value	No Value	No Value	No Value	No Value
State Reading	23.19	33.07	No Value	No Value	No Value	No Value	No Value
Target Math	93.20	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	92.40	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

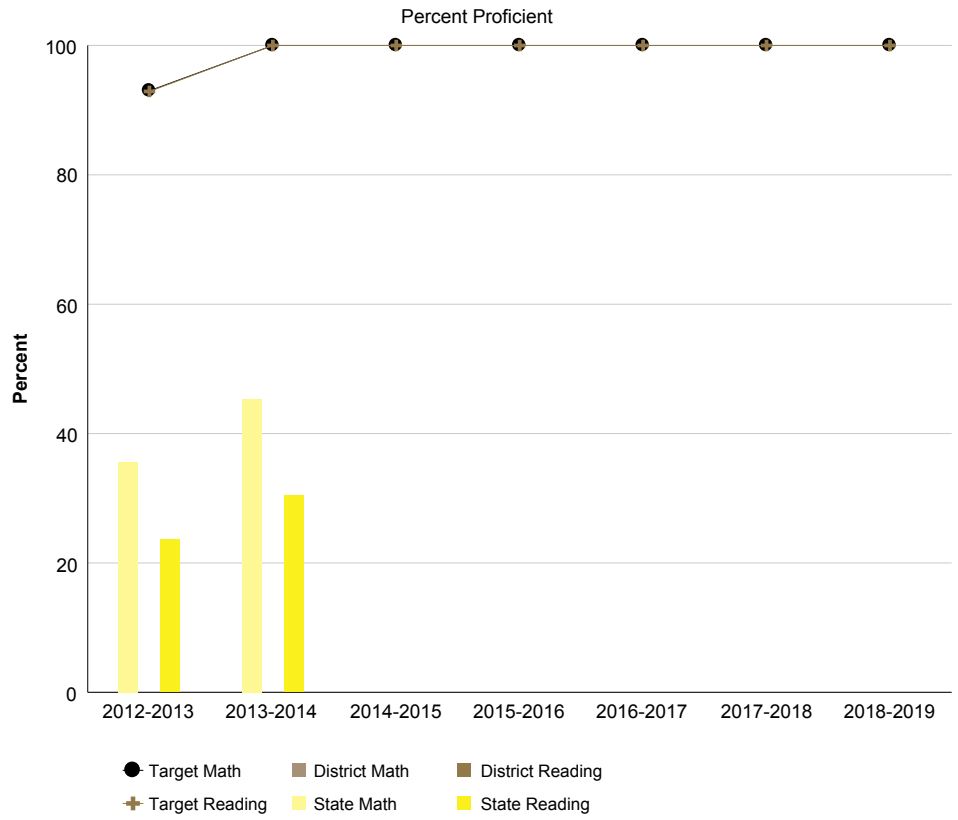
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

Indicator B3C: 7th Grade Proficiency



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	No Value	No Value	No Value	No Value	No Value	No Value
State Math	35.61	45.36	No Value	No Value	No Value	No Value	No Value
District Reading	*	No Value	No Value	No Value	No Value	No Value	No Value
State Reading	23.62	30.45	No Value	No Value	No Value	No Value	No Value
Target Math	93.00	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	92.90	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

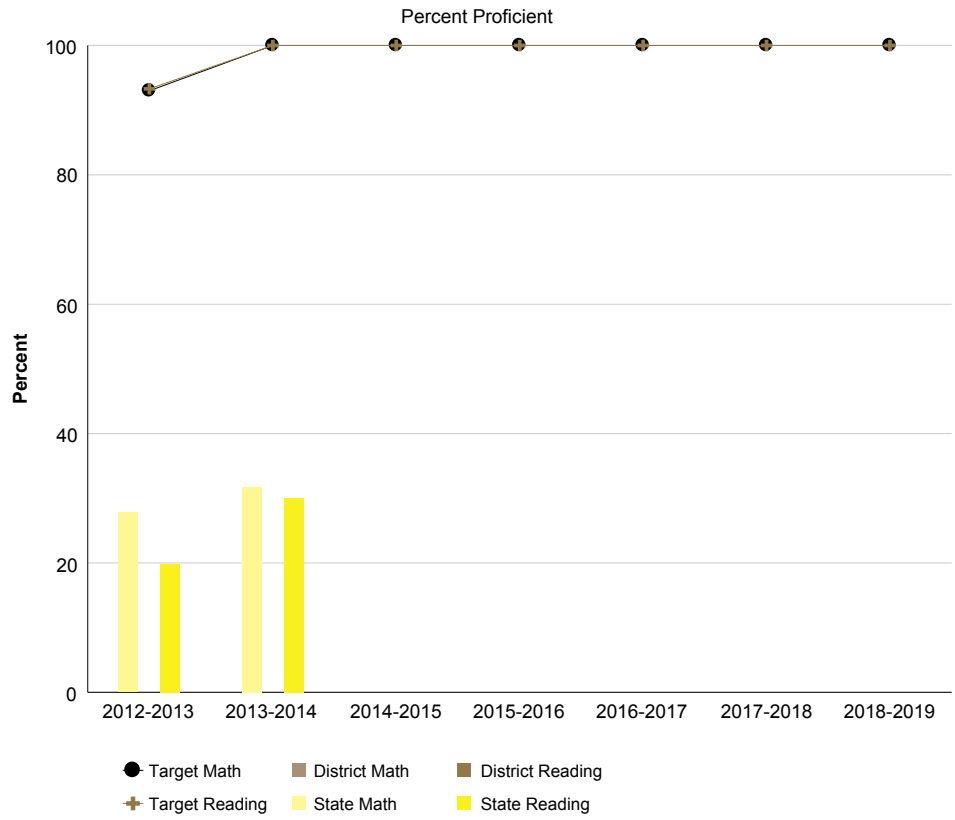
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

Indicator B3C: 8th Grade Proficiency



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	No Value	No Value	No Value	No Value	No Value	No Value
State Math	27.83	31.72	No Value	No Value	No Value	No Value	No Value
District Reading	*	No Value	No Value	No Value	No Value	No Value	No Value
State Reading	19.82	30.05	No Value	No Value	No Value	No Value	No Value
Target Math	93.00	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	93.30	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

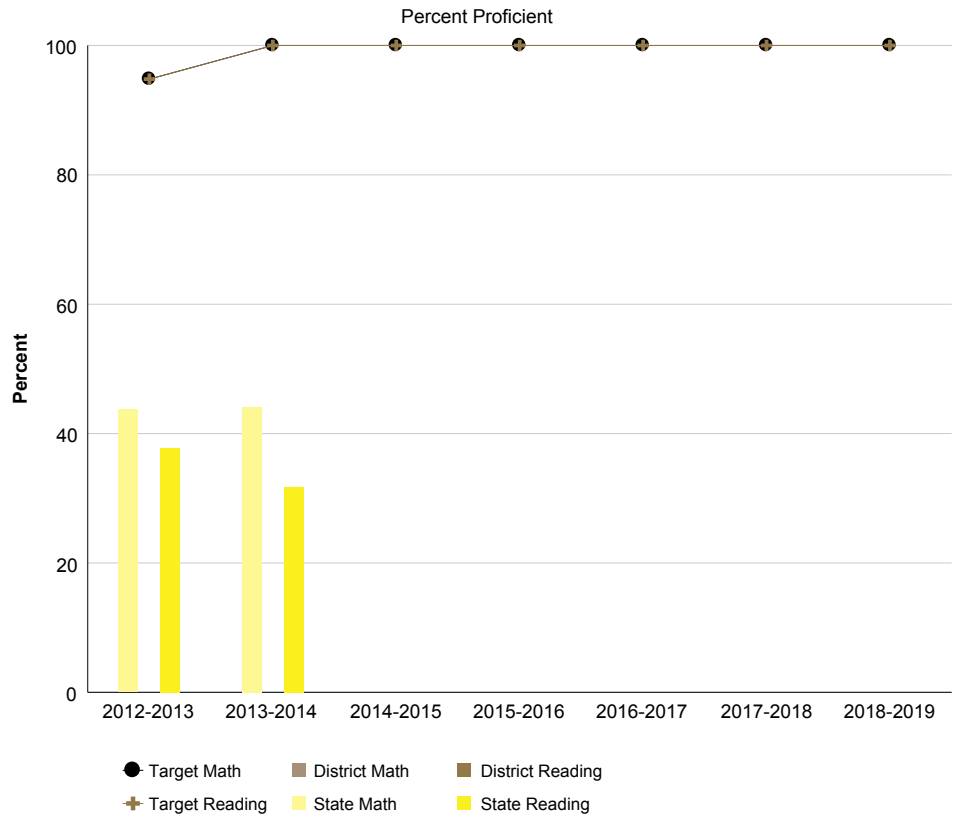
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

Indicator B3C: 11th Grade Proficiency



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	No Value	No Value	No Value	No Value	No Value	No Value	No Value
State Math	43.73	44.10	No Value	No Value	No Value	No Value	No Value
District Reading	No Value	No Value	No Value	No Value	No Value	No Value	No Value
State Reading	37.81	31.75	No Value	No Value	No Value	No Value	No Value
Target Math	94.80	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	94.80	100.00	100.00	100.00	100.00	100.00	100.00

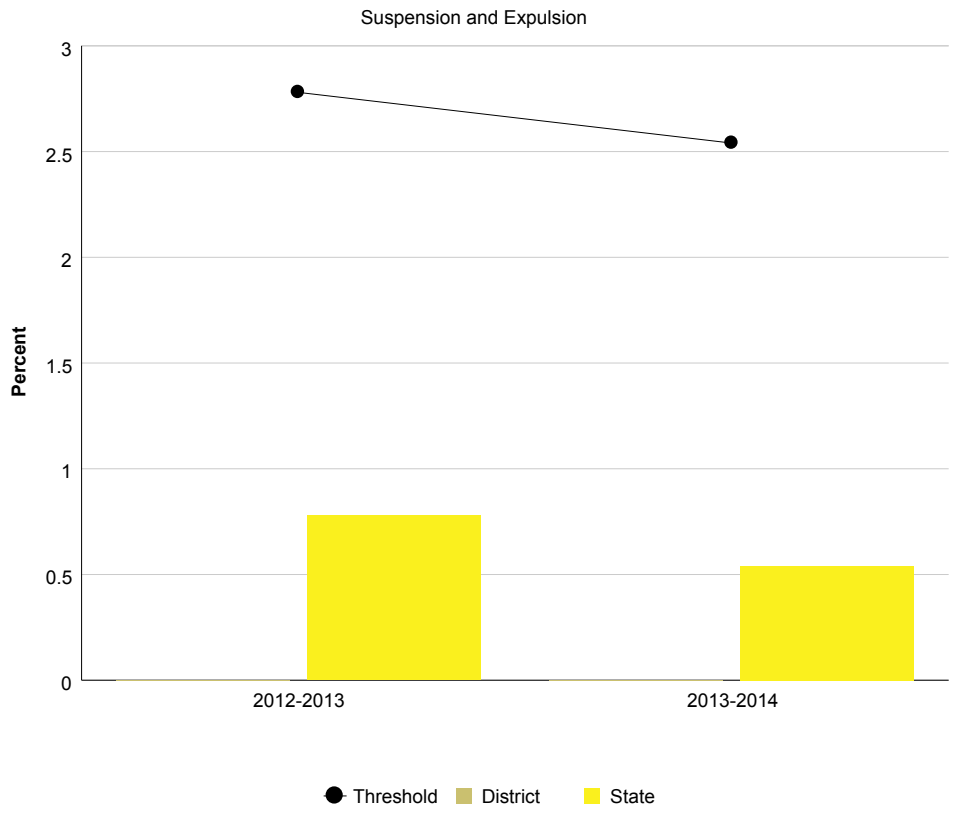
Data Source: AYP database
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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



	2012-2013	2013-2014
District	*	0
State	0.78	0.54
Threshold	2.78	2.54

Data Source: SRI
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

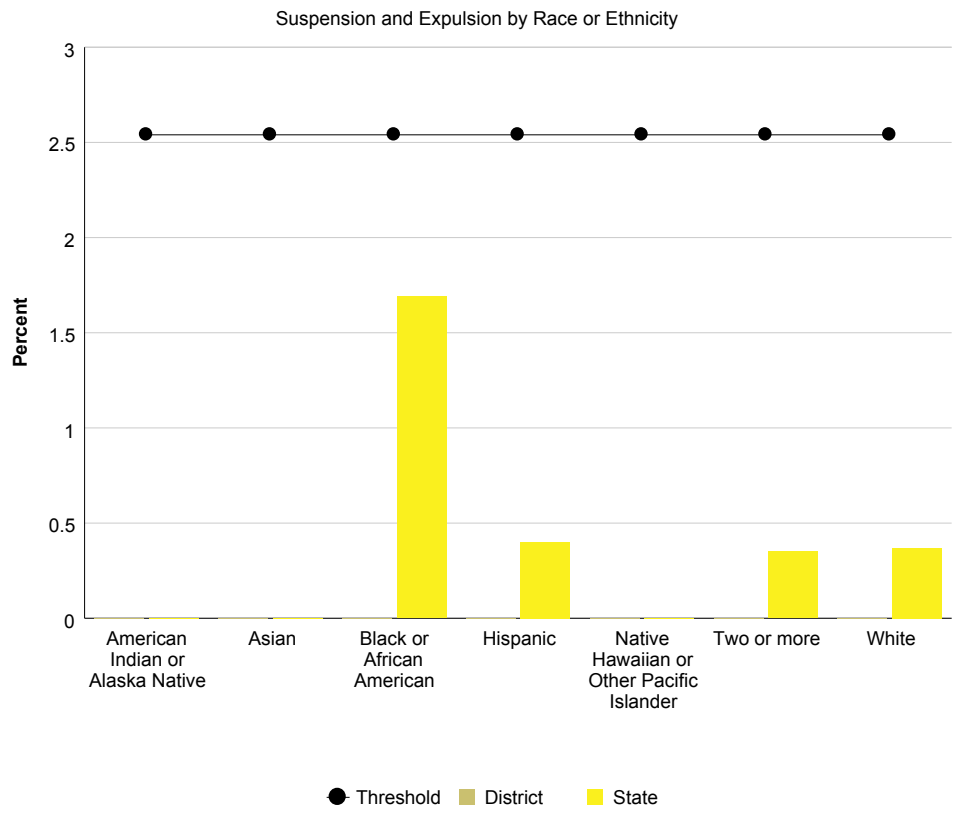
Note: The data for Indicator B4A lag one year. This means that the data reported for FFY 2013 (2013-2014) were collected during the 2012-2013 school year.

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

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.



	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	Two or more	White
District	0	0	0	0	0	0	0
State	0	0	1.69	0.40	0	0.35	0.37
Threshold	2.54	2.54	2.54	2.54	2.54	2.54	2.54

Data Source: SRI
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

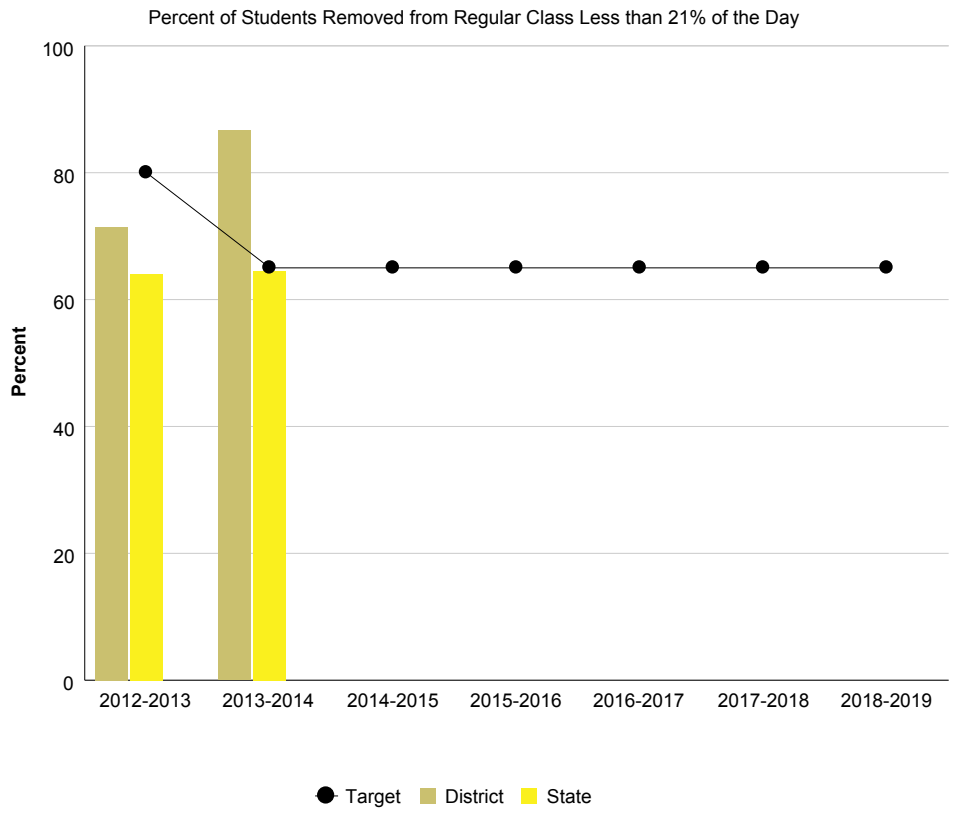
Note: The data for Indicator B4B lag one year. This means that the data reported for FFY 2013 (2013-2014) were collected during the 2012-2013 school year.

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5A: Percent of students with IEPs aged 6 through 21 removed from regular class less than 21% of the day.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	71.43	86.67	No Value	No Value	No Value	No Value	No Value
State	64.03	64.51	No Value	No Value	No Value	No Value	No Value
Target	80.00	65.00	65.00	65.00	65.00	65.00	65.00

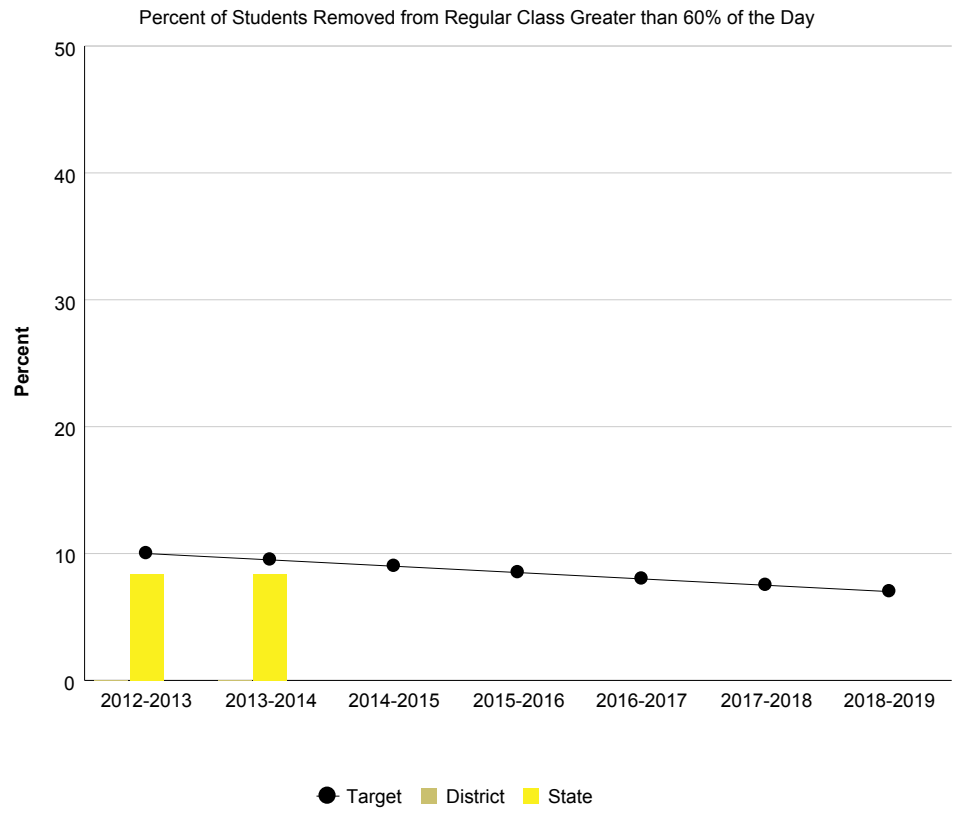
Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5B: Percent of students with IEPs aged 6 through 21 removed from regular class greater than 60% of the day.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	0	0	No Value	No Value	No Value	No Value	No Value
State	8.37	8.38	No Value	No Value	No Value	No Value	No Value
Target	10.00	9.50	9.00	8.50	8.00	7.50	7.00

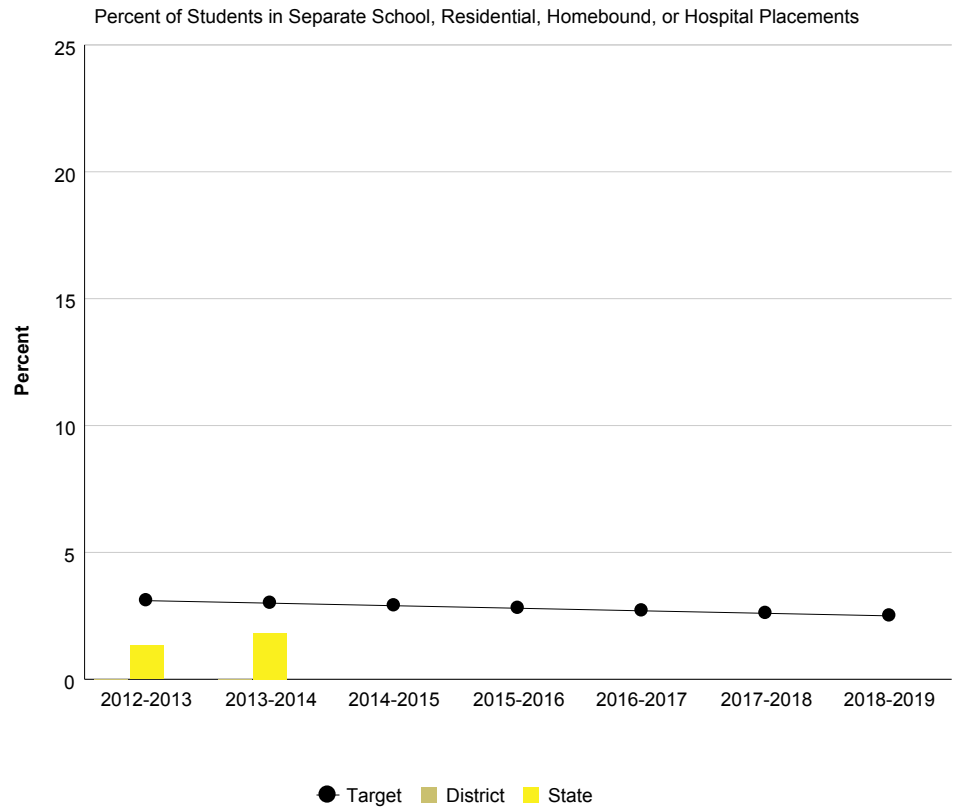
Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5C: Percent of students with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	0	0	No Value	No Value	No Value	No Value	No Value
State	1.33	1.83	No Value	No Value	No Value	No Value	No Value
Target	3.10	3.00	2.90	2.80	2.70	2.60	2.50

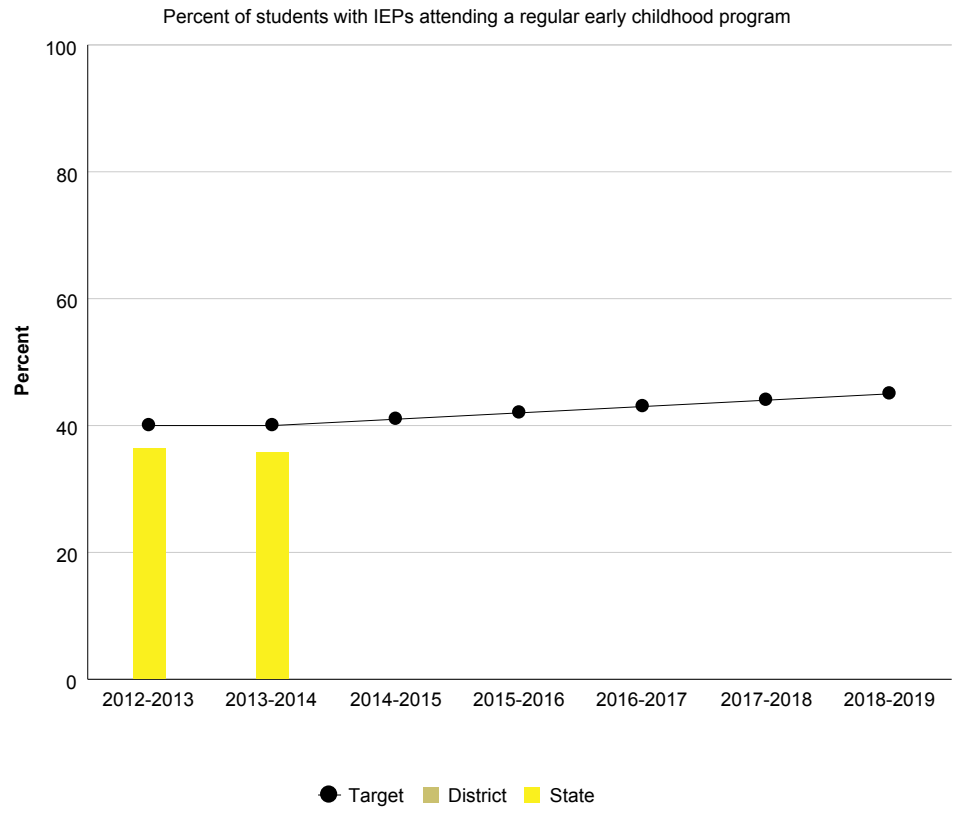
Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	*	*	No Value	No Value	No Value	No Value	No Value
State	36.38	35.78	No Value	No Value	No Value	No Value	No Value
Target	40.00	40.00	41.00	42.00	43.00	44.00	45.00

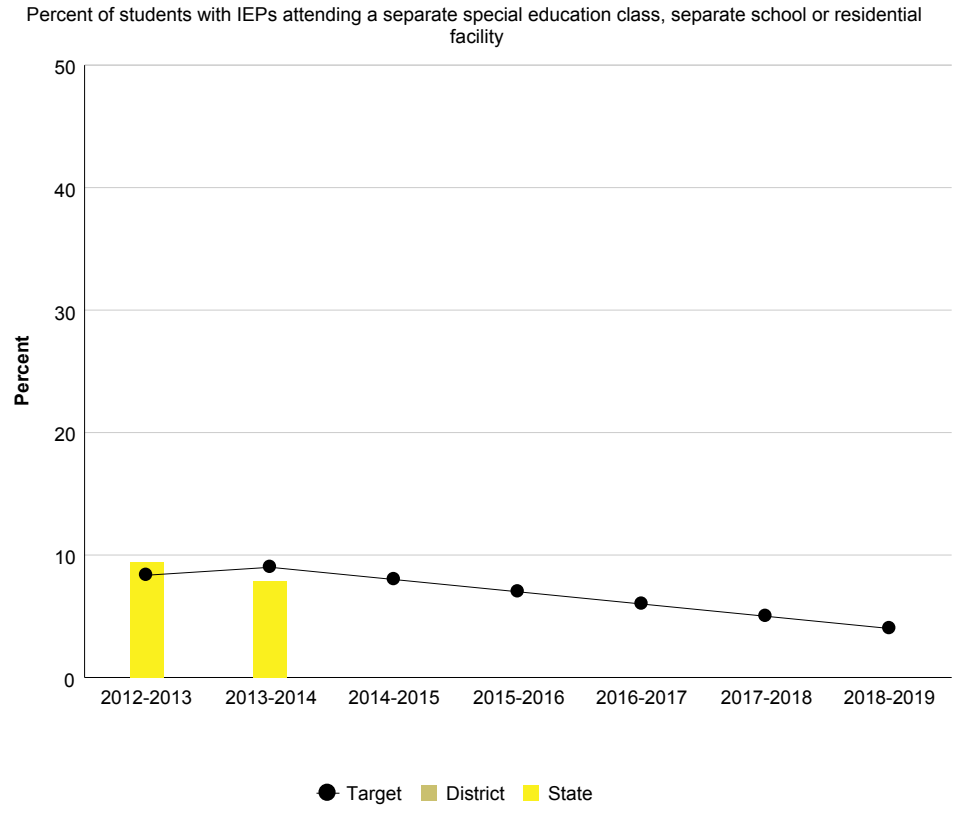
Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	*	*	No Value	No Value	No Value	No Value	No Value
State	9.41	7.85	No Value	No Value	No Value	No Value	No Value
Target	8.35	9.00	8.00	7.00	6.00	5.00	4.00

Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

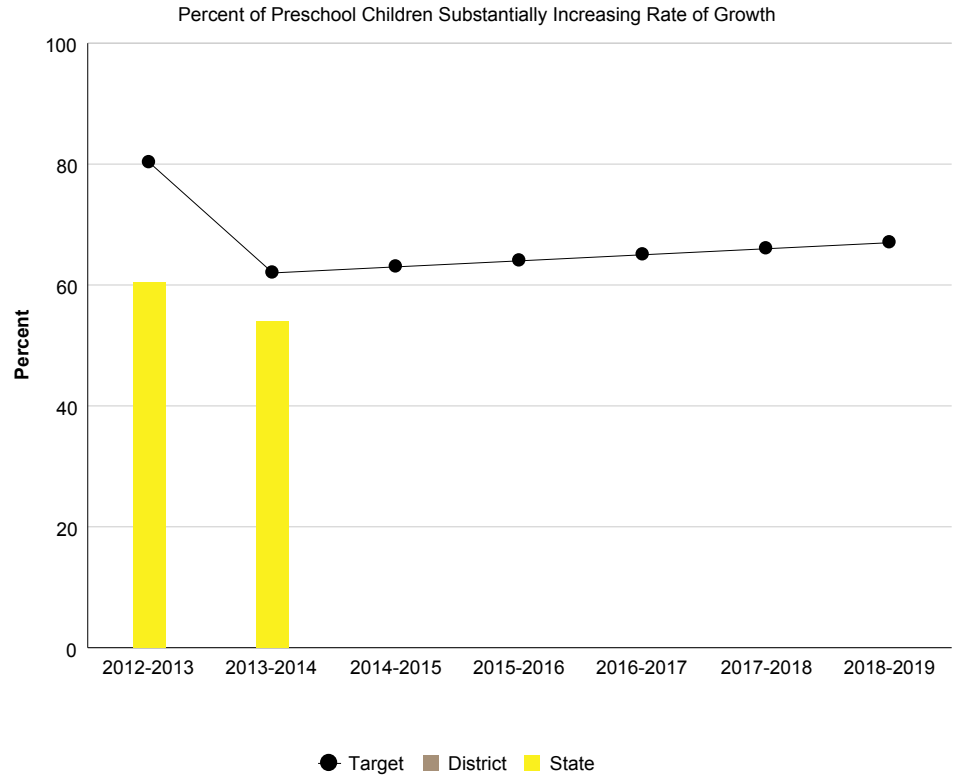
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

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.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	No Value	No Value	No Value	No Value	No Value
State	60.40	54.02	No Value	No Value	No Value	No Value	No Value
Target	80.25	62.00	63.00	64.00	65.00	66.00	67.00

Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

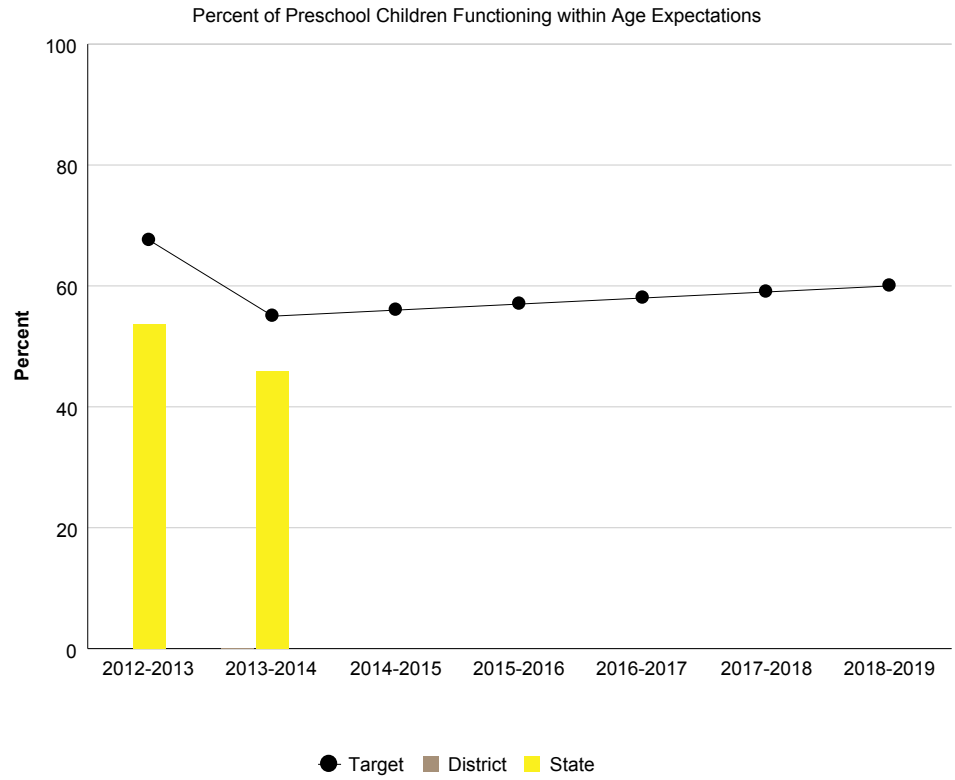
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

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

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.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	No Value	No Value	No Value	No Value	No Value
State	53.73	45.94	No Value	No Value	No Value	No Value	No Value
Target	67.54	55.00	56.00	57.00	58.00	59.00	60.00

Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

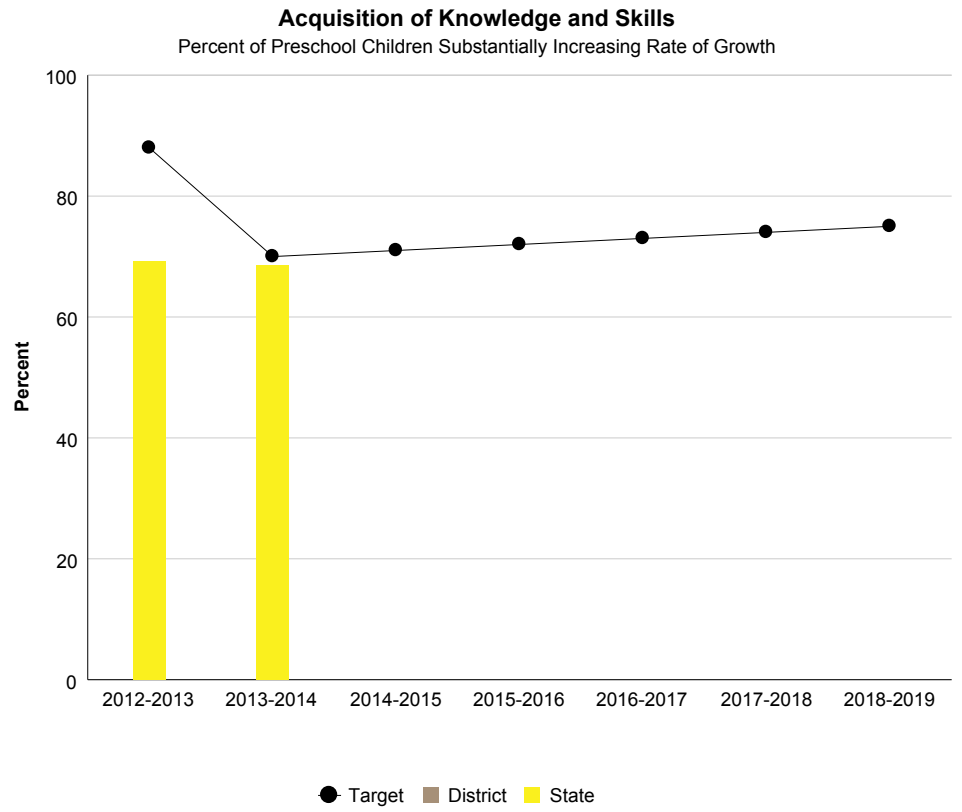
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquistition and use of knowledge and skills.

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.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	No Value	No Value	No Value	No Value	No Value
State	69.16	68.52	No Value	No Value	No Value	No Value	No Value
Target	87.97	70.00	71.00	72.00	73.00	74.00	75.00

Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

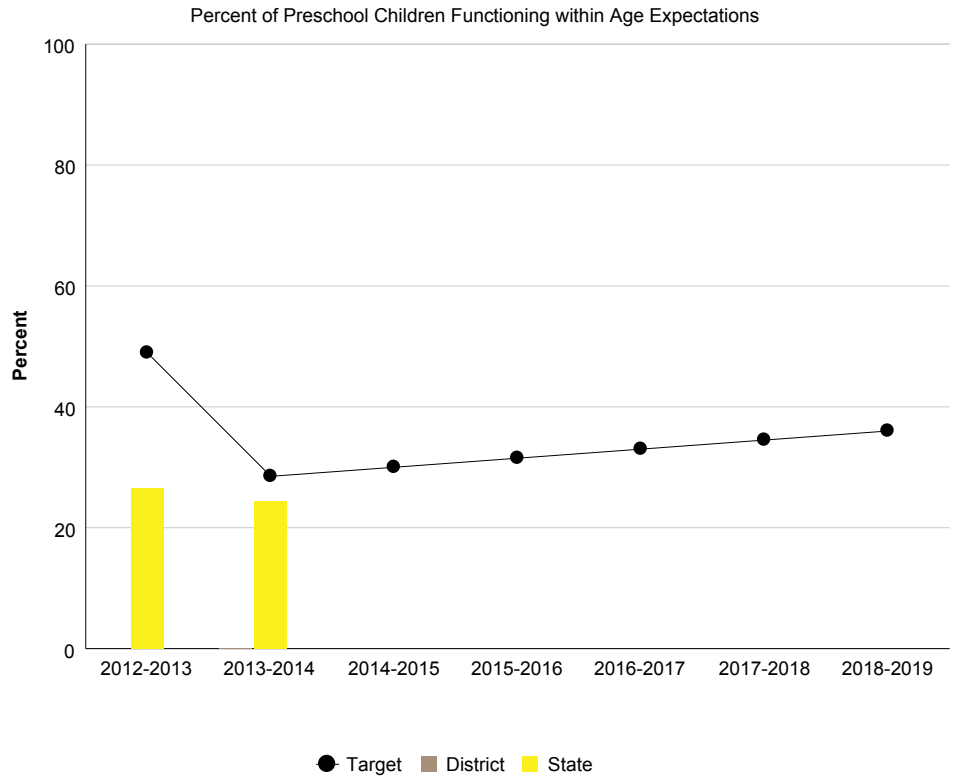
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquistition and use of knowledge and skills.

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.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	No Value	No Value	No Value	No Value	No Value
State	26.63	24.46	No Value	No Value	No Value	No Value	No Value
Target	48.92	28.50	30.00	31.50	33.00	34.50	36.00

Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

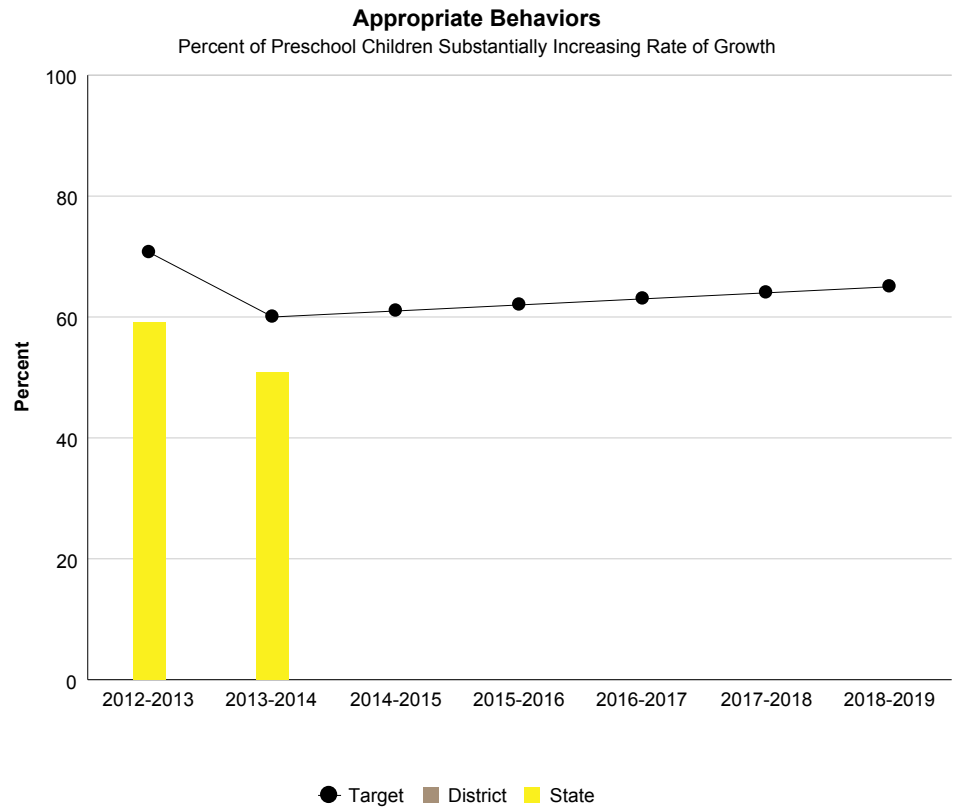
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

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 program.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	No Value	No Value	No Value	No Value	No Value
State	59.20	50.89	No Value	No Value	No Value	No Value	No Value
Target	70.67	60.00	61.00	62.00	63.00	64.00	65.00

Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* 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

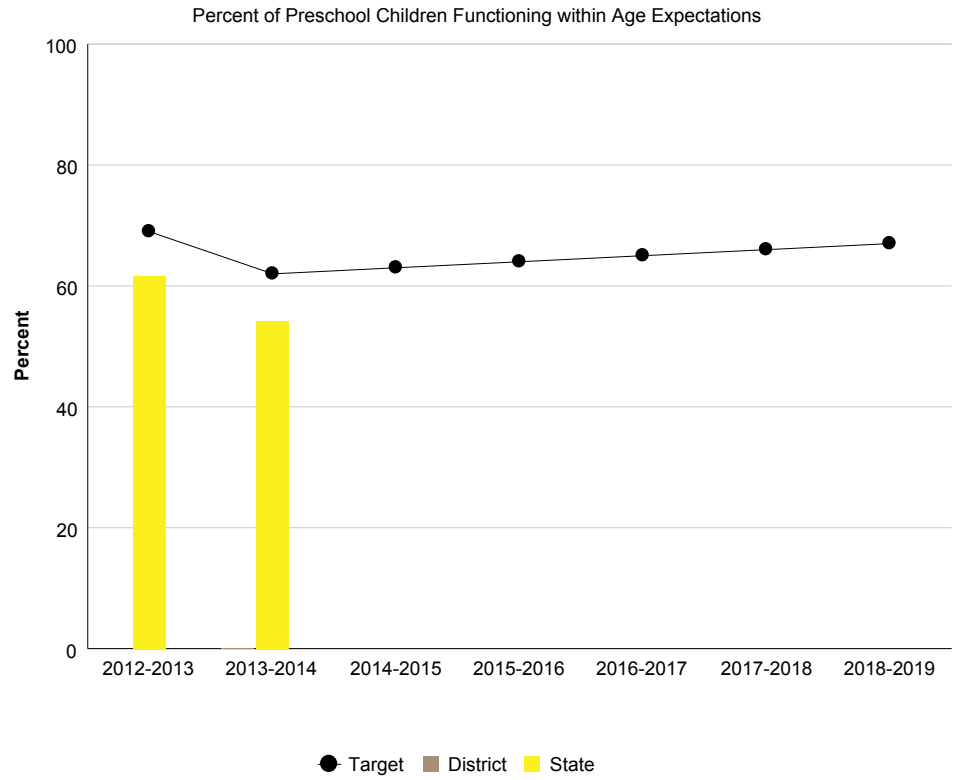
Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

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.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	No Value	No Value	No Value	No Value	No Value
State	61.57	54.16	No Value	No Value	No Value	No Value	No Value
Target	68.98	62.00	63.00	64.00	65.00	66.00	67.00

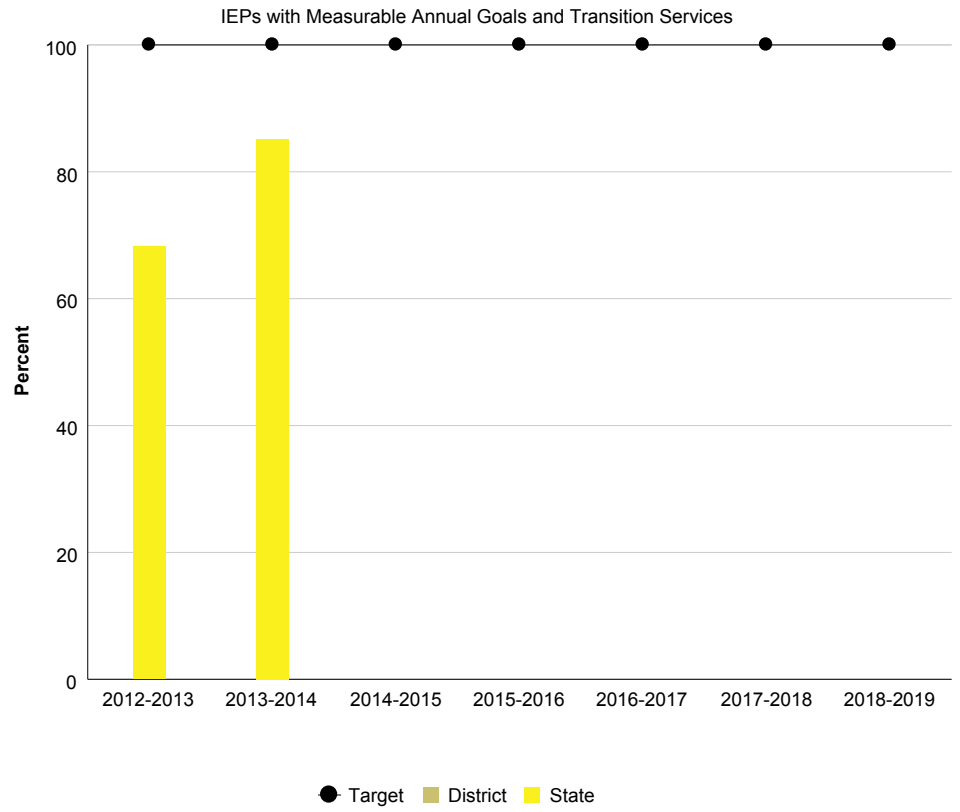
Data Source: IMS
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B13: Percent of students with IEPs age 16 and above with measureable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	No Value	No Value	No Value	No Value	No Value	No Value
State	68.21	85.21	No Value	No Value	No Value	No Value	No Value
Target	100.00	100.00	100.00	100.00	100.00	100.00	100.00

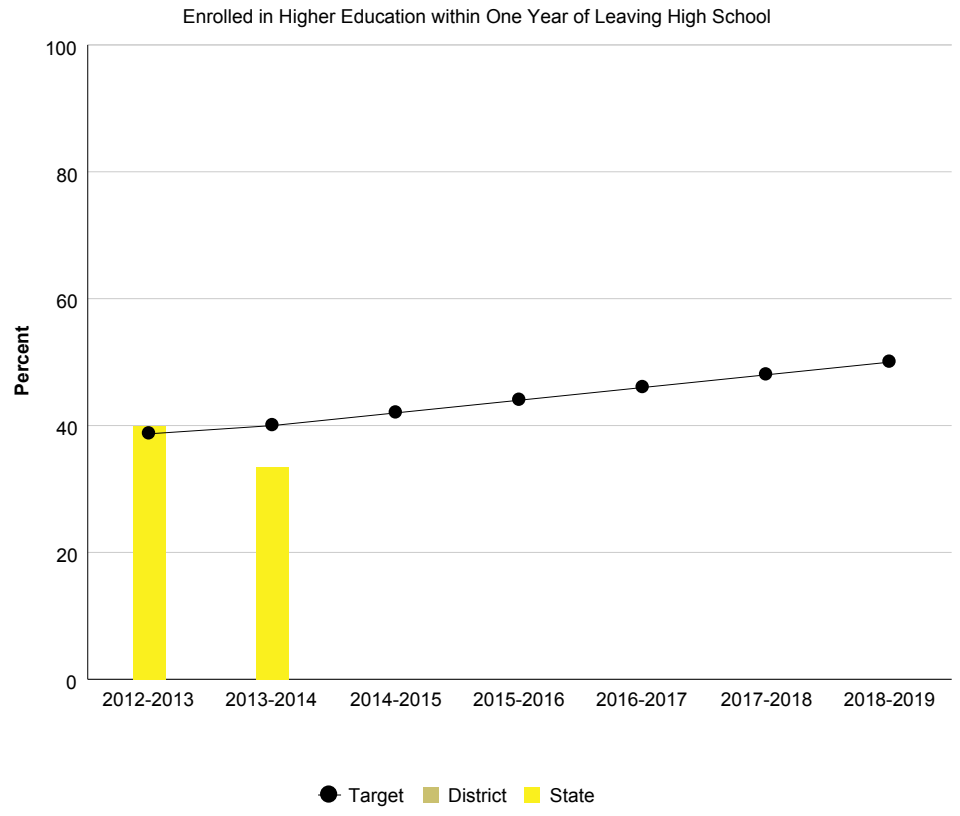
Data Source: ISTAR
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

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.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	No Value	No Value	No Value	No Value	No Value	No Value
State	39.95	33.51	No Value	No Value	No Value	No Value	No Value
Target	38.70	40.00	42.00	44.00	46.00	48.00	50.00

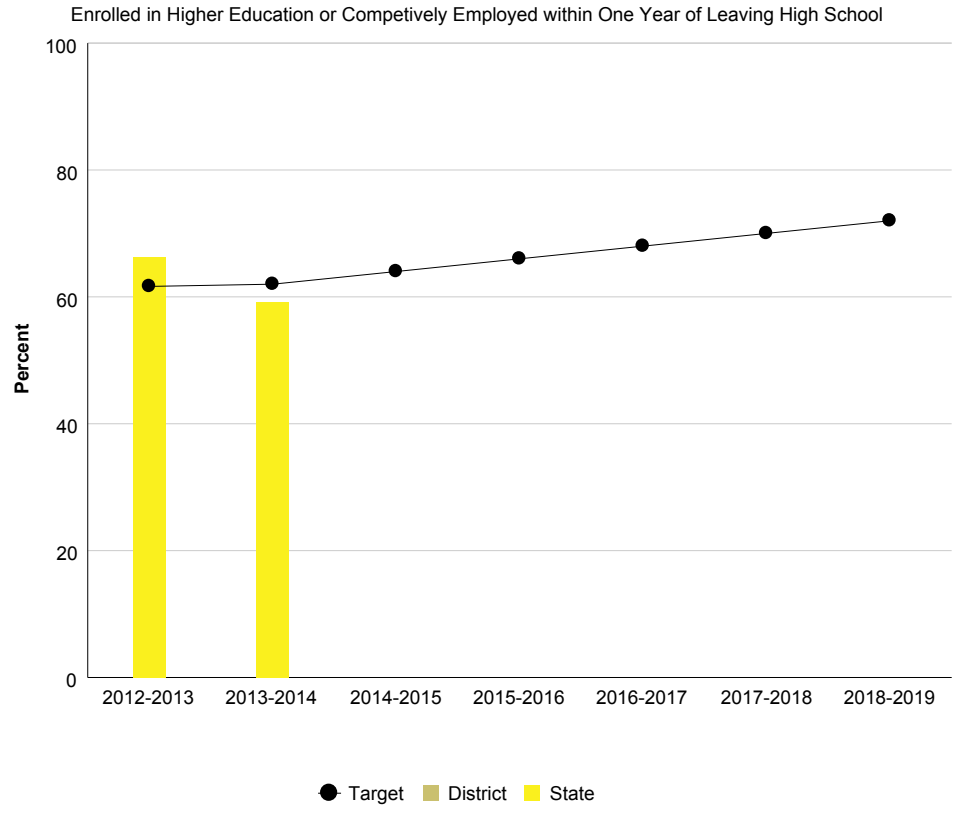
Data Source: Iowa Department of Education Survey
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

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.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	No Value	No Value	No Value	No Value	No Value	No Value
State	66.26	59.15	No Value	No Value	No Value	No Value	No Value
Target	61.65	62.00	64.00	66.00	68.00	70.00	72.00

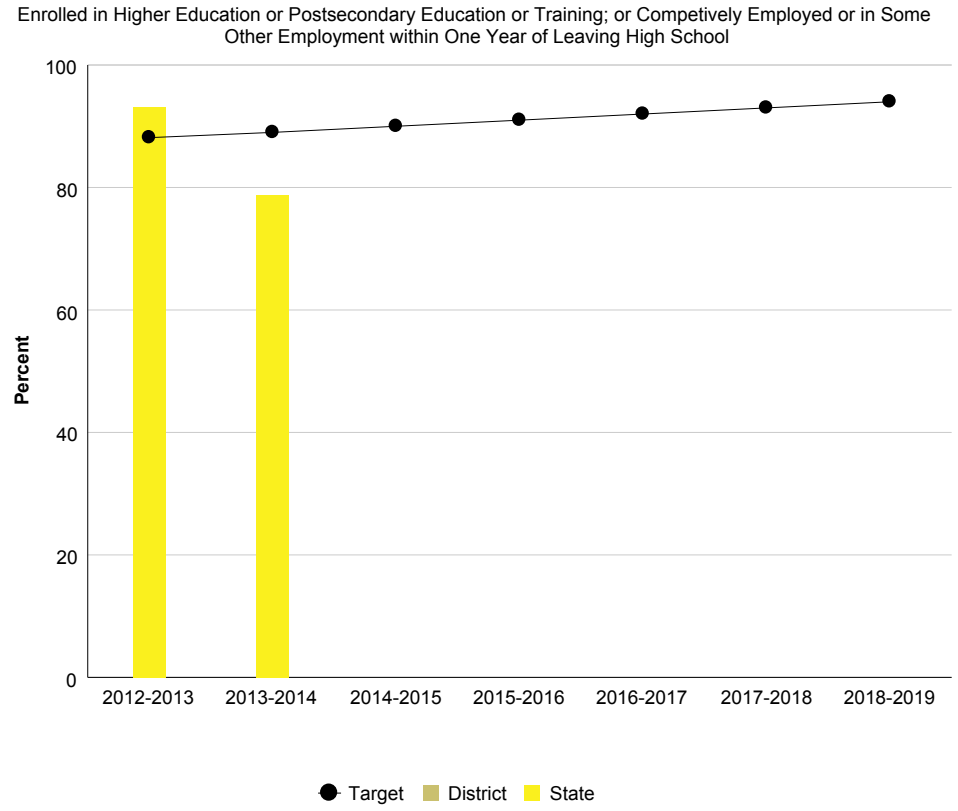
Data Source: Iowa Department of Education Survey
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

Gilmore City-Bradgate Community School District (2493) Profile

Iowa FFY 2013 (2013-2014)

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 within one year of leaving high school.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	No Value	No Value	No Value	No Value	No Value	No Value
State	93.17	78.74	No Value	No Value	No Value	No Value	No Value
Target	88.14	89.00	90.00	91.00	92.00	93.00	94.00

Data Source: Iowa Department of Education Survey
Data Range: FFY 2012 (2012-13) - FFY 2013 (2013-14)

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

UPDATE:

FFY13 (2013-2014) marks the beginning of a new reporting period and State Performance Plan. There were several noteworthy changes to the Annual Performance Report for the current and subsequent years of the reporting period, which ends with FFY18 (2018-2019). The information below outlines changes to individual indicators. Indicators not listed were unchanged from the prior State Performance Plan.

- **Indicator 2 -** The US Department of Education's Office of Special Education Programs redefined the measurement for Indicator B2 for FFY 2012 (2012-2013). The numerator remains the number of students who dropped out. The denominator has been redefined as the sum of (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, (d) dropped out, or (e) died.
- **Indicator 15 -** This indicator has been deleted from the SPP/APR.
- **Indicator 20 -** This indicator has been deleted from the SPP/APR.

New targets were set for all remaining indicators for FFY13-FFY18. Iowa Department of Education staff developed targets for performance indicators using available data and knowledge of current practices. Proposed targets and rational were presented to the Special Education Advisory Panel (SEAP) for approval. In some cases, targets for the prior reporting period were deemed to be overly ambitious and were adjusted accordingly. This explains why some targets seem to be moving in the wrong direction between FFY12 and FFY13.

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 FFY2012 district profile corresponds to the 2012-2013 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
- B3B – State Assessment Participation
- B3C – State Assessment Performance
- B4A – Suspensions and Expulsions
- B4B – Suspensions and Expulsions by Race/Ethnicity
- B5 – Least Restrictive Environment 6-21
- B6 – Least Restrictive Environment 3-5
- B7 – Early Childhood Outcomes
- B13 – Secondary Transition on IEP
- B14 – Secondary Transition One Year Out

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 – Title 1 Cohort Graduation Rate = [(FG + TIG) / (F+TI-TO)] *100
- B1 – Extended Graduation Rate = [(FG5 + TIG) / (F5 + TI – TO)] * 100

  FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier
  FG5 = First-time 9th grade students in fall of 2005 and graduated in 2010
  TIG = Students who transferred in grades 9 to 12 and graduate in 2010 or sooner
  F = First-time 9th grade students in fall of 2006
  F5 = First-time 9th grade students in the fall of 2005
  TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12
  TO = Transferred out (including emigrates and deceased)

- B2 - The US Department of Education's Office of Special Education Programs redefined the measurement for Indicator B2 for FFY 2012 (2012-2013). The numerator remains the number of students who dropped out. The denominator has been redefined as the sum of (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, (d) dropped out, or (e) died.
- B3B – Participation Rate Percent = (# students with IEPs participating in the assessment in a particular grade / # students with IEPs enrolled during the testing window in a particular grade, calculated separately for reading and math) * 100
- B3C – Proficiency Rate Percent = (# students with IEPs enrolled for a full academic year scoring at or above proficient in a particular grade / # students with IEPs enrolled for a full academic year in a particular grade, calculated separately for reading and math) * 100
- 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 6-21, served inside the regular class 80% of more of the day / # students with IEPs, age 6-21) * 100
- B5B – Inside regular class less than 40% of the day percent = # of students with IEPs, age 6-21, served inside the regular class less than 40% of the day / # students with IEPs, age 6-21) * 100
- B5C – Served in other placements percent = # of students with IEPs, age 6-21, served in separate schools, residential facilities, or homebound/hospital placements / # students with IEPs, age 6-21) * 100
- B6A – Attending a regular early childhood = (# of children with IEPs, age 3-5, attending a regular 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) * 100

EDInsight

SPED 7.2 - Special Education District Profile Reports - Report Definition

• B6B – Attending and receiving services in a separate school or residential facility = (# of children with IEPs, age 3-5, attending a separate school or residential facility/ # of children with IEPs, aged 3-5) * 100

• 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

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

• B13 – Percent of youth aged 16 and above with an IEP that includes appropriate, measurable post-secondary goals that are annually updated and age appropriate = (# of youth aged 16 and above with an IEP that includes appropriate, measurable post-secondary goals that are annually updated and age appropriate / # of youth aged 16 an above with an IEP) * 100

• B14A – Percent enrolled in higher education = (a / # 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) / # 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) / # of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school] * 100

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

REPORT USES

The data is 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.

EXPORT TO MICROSOFT EXCEL OR ADOBE READER

This report may be exported to Microsoft Excel or Adobe Reader using Cognos View options found in the upper right hand corner of the report display.

In some cases, Microsoft Internet Explorer may require modification to security settings to permit the Excel application to launch.

In Internet Explorer, select:

1) 'Tools' from the menu bar
2) Internet Options
3) Security
4) Highlight Local Intranet
5) After highlighting, click on sites
6) In pop-up box, click on 'Advanced'
7) Enter the EdInsight site into zone; Click 'Add'
8) Click 'Ok'
9) Close out browser
10) Try exporting to Excel

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