

**Bureau of Indian Education
 FFY 2016 Annual Performance Report
 Special Education Indicator Performance
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Ahfachkee School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	No SWD graduates	
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	66.67%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	10.71%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	50.97%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Alamo Navajo Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	100.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.85%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	3.64	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.92%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	33.14%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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American Horse School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	75.69%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Aneth Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	68.97%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	6.90%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Atsa' Biyaazh Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	33.53%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	44.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Baca-Dlo' Ayazhi Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	57.69%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	11.54%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Beatrice Rafferty School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs $>$ 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	76.19%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	54.15%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	75.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Beclabito Day School (Grades K-4)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Black Mesa Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Blackwater Community School (Grades K-2)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.91%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	78.99%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Bogue Chitto Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	60.53%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	2.63%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	43.26%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Bread Springs Day School (Grades K-3)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Bug-O-Nay-Ge-Shig School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	25.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.56%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	82.14%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 33.33% C - 33.00%	A - NO B - NO C - NO

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Casa Blanca Community School (Grades K-4)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	47.22%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	5.56%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	47.20%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Chemawa Indian School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	55.56%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	9.52%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.15%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	41.18%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Cherokee Central Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	71.43%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	8.57%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	51.76%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Cherokee Central High School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	6.42%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs $>$ 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.48%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	20.87%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.87%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	14.29%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 23.53% B - 64.71% C - 71.00%	A - YES B - YES C - YES

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Cheyenne-Eagle Butte School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	52.94%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	9.09%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	87.76%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	2.72%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	1.36%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	18.07%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	11.11%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 12.50% B - 25.00% C - 25.00%	A - NO B - NO C - NO

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Chi Chil'tah Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.64%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	77.78%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Chief Leschi School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	62.50%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	16.13%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	55.56%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	6.84%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	46.53%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	33.33%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 28.57% B - 71.43% C - 86.00%	A - YES B - YES C - YES

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Chilchinbeto Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	59.50%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	90.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Chitimacha Tribal School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	91.67%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	96.93%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Choctaw Central High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	33.33%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	14.81%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.15	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	71.11%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	7.78%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	1.11%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	58.36%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	94.74%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Choctaw Central Middle School (Grades 7-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	10.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.26	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	64.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	16.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	4.00%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	46.71%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Ch'ooshgai Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	62.07%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	1.72%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	88.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Circle of Life Academy (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	100.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	17.65%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	72.50%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	64.62%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	100.00%	YES
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 0.00% C - 0.00%	A - NO B - NO C - NO

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Circle of Nations School (Grades 4-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	77.27%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	32.00%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Coeur d' Alene Tribal School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	83.33%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	17.59%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	9.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Conehatta Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	67.50%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	5.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	56.27%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Cottonwood Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	10.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	86.67%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	30.14%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Cove Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	61.18%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Crazy Horse School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	19.05%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	4.00	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.45%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	2.27%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	56.73%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	33.33%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 33.33% C - 50.00%	A - NO B - NO C - NO

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Crow Creek Reservation High School (Grades 6-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	62.50%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	21.74%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.65%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	20.00%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 33.33% C - 33.00%	A - NO B - NO C - NO

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Crow Creek Sioux Tribal Elementary School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.30%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	19.44%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	80.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Crystal Boarding School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.75%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	6.25%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	83.02%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Dennehotso Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.24%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	4.76%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	63.06%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Dibe Yazhi Habitiin Olta' Inc (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	40.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	13.33%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Dilcon Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	27.78%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	5.56%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	83.06%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	75.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Dishchii'bikoh Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	6.25%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.24%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	3.66%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	43.62%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	100.00%	YES
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Duckwater Shoshone Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	0.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	100.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Dunseith Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	3.28	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.27%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	45.60%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Dzilth-Na-O-Dith-Hle Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	25.35%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Enemy Swim Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	75.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	63.95%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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First Mesa Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	61.90%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	19.05%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	41.94%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Flandreau Indian School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	42.86%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	53.06%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	65.92%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	71.43%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 36.36% C - 64.00%	A - NO B - NO C - NO

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Fond du Lac Ojibwe School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	22.22%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	91.49%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	2.13%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	61.86%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 25.00% B - 75.00% C - 75.00%	A - YES B - YES C - YES

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Gila Crossing Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	17.65%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	75.41%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	14.75%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	51.12%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Greasewood Springs Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	20.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	33.81%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Greyhills Academy High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	2.44%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	41.46%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	4.88%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	25.41%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 60.00% B - 100.00% C - 100.00%	A - YES B - YES C - YES

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Hanaa'dli Community School (Grades K)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	0.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	61.22%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Hannahville Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.97%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	3.03%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	59.09%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	100.00%	YES
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Havasupai Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	88.89%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	35.82%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Hopi Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.65%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	42.39%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Hopi Junior-Senior High School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	63.16%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.83%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	1.37	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	80.41%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	11.34%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Hotevilla Bacavi Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	70.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	20.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Hunters Point Boarding School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	80.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	32.48%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Indian Island School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	60.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	63.16%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Indian Township School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	20.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	35.29%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	11.76%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Isleta Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	77.78%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	64.14%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	80.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Jeehdeez'a Elementary School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	61.93%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Jemez Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	68.75%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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John F Kennedy Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.62%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	3.45%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	72.24%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	84.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Jones Academy (Grades 1-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	80.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	40.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Joseph K. Lumsden Bahweting Anishnabe School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.47	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	77.78%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	8.89%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	65.38%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Kaibeto Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.30%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	32.59%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	80.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is 'None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Kayenta Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	16.67%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	28.21%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	7.69%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	55.16%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	9.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Keams Canyon Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.75%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	6.25%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	58.99%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Kha'p'o Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.64%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	72.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Kickapoo Nation School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	25.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	91.67%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	33.71%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Kin Dah Lichi'i Olta' (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	87.50%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	64.18%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Lac Courte Oreilles Ojibwa School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	69.23%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	48.23%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	80.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 50.00% B - 100.00% C - 100.00%	A - YES B - YES C - YES

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Laguna Elementary School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	79.43%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Laguna Middle School (Grades 6-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	61.49%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Lake Valley Navajo School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	39.64%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Leupp Schools, Inc (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.43%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	3.57%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	35.79%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Little Eagle Grant School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Little Singer Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	39.11%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	75.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Little Wound School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	57.14%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	8.45%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	7.44	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	10.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	4.00%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	49.41%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	44.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 7.69% B - 23.08% C - 46.00%	A - NO B - NO C - NO

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Loneman Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.62%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	13.79%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	52.05%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Lower Brule Day School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	14.29%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.79	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	82.22%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	14.70%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	90.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Lukachukai Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	42.71%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Lummi High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	46.15%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	23.68%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	72.09%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	11.63%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	2.33%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	41.23%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Lummi Tribal School System (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	6.25%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	76.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	12.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	40.94%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	60.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Mandaree Day School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	27.78%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	4.95	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	94.74%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	5.26%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	74.10%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Many Farms Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	33.33%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	57.78%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	40.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Many Farms High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	62.50%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	4.08%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.13	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	89.80%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	49.69%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 40.00% B - 60.00% C - 80.00%	A - YES B - YES C - YES

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Mariano Lake Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	30.43%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	63.64%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	25.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Marty Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	21.43%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	7.14%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	58.11%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 100.00% C - 100.00%	A - NO B - YES C - YES

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Menominee Tribal School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	47.06%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	8.82%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	70.43%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Mescalero Apache School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.26%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	79.80%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	3.03%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	33.75%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 0.00% C - 0.00%	A - NO B - NO C - NO

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Meskwaki Settlement School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	100.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	64.44%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	2.22%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	73.43%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Miccosukee Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	58.33%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	33.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	14.81%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	72.06%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 100.00% C - 100.00%	A - NO B - YES C - YES

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Moencopi Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	54.13%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	70.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Muckleshoot Tribal School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	37.50%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	17.95%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	60.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	4.44%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	48.13%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 60.00% C - 60.00%	A - NO B - YES C - NO

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Na' Neelzhiin Ji Olta' (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	55.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	10.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Naatsis'aan Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.82%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	5.88%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	54.16%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Navajo Preparatory School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	100.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	91.67%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 100.00% B - 100.00% C - 100.00%	A - YES B - YES C - YES

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Nay-Ah-Shing School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	15.38%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	94.87%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	60.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	89.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Nazlini Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	87.50%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	62.29%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Nenahnezad Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	5.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	33.13%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Noli Indian School (Grades 6-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.45%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	1.05	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.55%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	3.45%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	37.01%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Northern Cheyenne Tribal School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	28.57%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	22.73%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	12.50%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	60.28%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	73.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Ohkay Owingeh Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	84.62%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	56.70%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	33.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Ojibwa Indian School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	3.95	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	64.15%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	5.66%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	44.95%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Ojo Encino Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	25.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	8.33%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Oneida Nation School System (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	11.36%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	98.88%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	55.41%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 18.18% B - 81.82% C - 100.00%	A - NO B - YES C - YES

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Paschal Sherman Indian School (Grades K-9)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	72.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	75.83%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Pearl River Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	67.35%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	17.35%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	59.31%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Pierre Indian Learning Center (Grades 1-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	7.14%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	48.61%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Pine Hill Schools (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.00%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	70.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	7.50%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	21.68%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	38.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Pine Ridge School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	41.67%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	38.57%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.94	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	44.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	8.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	64.48%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 17.39% B - 39.13% C - 39.00%	A - NO B - NO C - NO

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Pine Springs Day School (Grades K-4)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	75.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	94.16%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is 'None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Pinon Community School (Grades K)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	0.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	75.51%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is 'None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Porcupine Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.55%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	56.39%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Pueblo Pintado Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	87.50%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Pyramid Lake Jr/Sr High School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	60.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	20.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.75%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	10.71%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Quileute Tribal School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	48.15%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Red Rock Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	43.48%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	4.35%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	33.98%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Red Water Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	86.21%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	69.52%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Riverside Indian School (Grades 4-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	77.27%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	1.39%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	98.85%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	49.96%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 40.00% B - 75.00% C - 80.00%	A - YES B - YES C - YES

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Rock Creek Grant School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	100.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Rock Point Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	75.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.45%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	97.73%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	43.99%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	75.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Rocky Ridge Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Rough Rock Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	25.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.70%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.69	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	97.73%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	54.88%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 50.00% C - 75.00%	A - NO B - YES C - YES

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Salt River Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	81.97%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	58.38%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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San Felipe Pueblo Elementary School (Grades K-7)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.94%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	3.03%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	3.03%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	47.17%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	93.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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San Ildefonso Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	79.67%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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San Simon School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	7.69%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	50.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	5.88%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	33.62%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	88.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Sanostee Day School (Grades K-3)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	61.62%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is 'None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Santa Fe Indian School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	82.35%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.37%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.40%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	78.36%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 26.67% B - 93.33% C - 100.00%	A - YES B - YES C - YES

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Santa Rosa Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	80.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	5.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Santa Rosa Ranch School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	44.44%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	11.11%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	5.56%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	6.67%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Seba Dalkai Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	50.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	7.14%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	75.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Second Mesa Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	20.83%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	51.27%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	83.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Sequoyah High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	83.33%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs $>$ 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	71.69%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 50.00% B - 75.00% C - 75.00%	A - YES B - YES C - YES

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Sherman Indian High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.85%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	31.54%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 75.00% B - 100.00% C - 100.00%	A - YES B - YES C - YES

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Shiprock Northwest High School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.13%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	11.59	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	52.17%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	17.39%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	4.35%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	77.24%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 57.14% C - 57.00%	A - NO B - YES C - NO

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Shonto Preparatory School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	8.33%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	97.22%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	54.21%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Shoshone-Bannock Jr/Sr High School (Grades 6-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	75.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	73.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Haak'u Community Academy (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.13%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	6.25%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	72.28%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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St Francis Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	28.57%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	9.23%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	7.62	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.64%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	3.64%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	2.73%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	44.69%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	94.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 0.00% C - 0.00%	A - NO B - NO C - NO

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St Stephens Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	No SWD graduates	
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	20.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	41.31%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 0.00% C - 50.00%	A - NO B - NO C - NO

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Standing Pine Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	53.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	35.35%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Standing Rock Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	38.89%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.36%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.18	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	59.85%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	15.91%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	2.27%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	41.76%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	66.67%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 10.00% B - 80.00% C - 80.00%	A - NO B - YES C - YES

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Takini School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	12.50%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	92.59%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	3.70%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	69.39%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Taos Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	94.44%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	7.21%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Tate Topa Tribal School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	3.22	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	42.59%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	12.96%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	67.95%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Te Tsu Geh Oweenge Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	61.33%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Theodore Jamerson Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	7.14%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	64.26%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Theodore Roosevelt School (Grades 6-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	63.93%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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T'iis Nazbas Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	13.89%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	50.32%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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T'iis Ts'ozii Bi'Olta' (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	65.63%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	25.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	53.93%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	83.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Tiospa Zina Tribal School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	1.69%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	82.69%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	8.65%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	54.95%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Tiospaye Topa School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	100.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	15.38%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	81.82%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	4.55%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	42.46%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	?	
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Tohaali' Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	55.56%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Tohajiilee Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	80.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.00%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	79.17%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	6.25%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	2.08%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	39.29%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Tohono O'odham High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	44.44%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	35.71%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	7.14%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	28.68%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 20.00% B - 80.00% C - 80.00%	A - YES B - YES C - YES

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Tonalea Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	30.00%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is 'None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Tse'ii'ahi' Community School (Grades K-4)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	0.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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T'siya Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	92.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Tuba City Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	2.17%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	1.14	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	91.36%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.62%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.62%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	59.92%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	94.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Tucker Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	71.43%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	28.57%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	60.25%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Turtle Mountain Community High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	44.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	6.74%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.41	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	71.43%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	23.08%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	1.10%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	47.75%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 27.78% B - 44.44% C - 44.00%	A - YES B - YES C - NO

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Turtle Mountain Elementary School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	57.02%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	5.79%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	43.19%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	76.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Turtle Mountain Middle School (Grades 6-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.87	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	60.81%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	10.81%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	1.35%	NO
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	32.53%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Twin Buttes Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	66.67%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	40.80%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Two Eagle River School (Grades 8-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	33.33%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	10.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	37.79%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Wa He Lut Indian School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.75%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	38.79%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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White Shield School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	42.76%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO

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Wide Ruins Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	55.56%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	22.22%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	38.65%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Wingate Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	27.45%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	50.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	92.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Wingate High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	57.14%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	8.96%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	1.92	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	52.46%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	9.84%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	29.75%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 11.76% B - 47.06% C - 53.00%	A - NO B - YES C - NO

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Wounded Knee District School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	29.45%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA

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Yakama Nation Tribal School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	42.86%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment \geq BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.00%	YES
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	?	
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None", the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO