

LEA Special Education Performance Profile

Federal Fiscal Year 2020 (School Year 2020-2021)

The Alabama LEA Special Education Performance Profiles for SY 2020-2021 contain data for each LEA that was reported in the federal fiscal year (FFY) 2020 Annual Performance Report submitted to the Office of Special Education Programs (OSEP) in February 2022. All personally identifiable information (PII) has been masked for public reporting, as is required by the *Family Education Rights and Privacy Act* (FERPA) according to the following legend:

* Indicates that the number of students in this subpopulation was <=10.

<1% Indicates that the percentage is between 0.00 and 0.99.

SPP/APR Indicator Data -- Oxford City

| Indicators ¹ | FFY 2020 State Target | FFY 2020 State Data | State Met Target? (Yes or No) | FFY 2020 LEA Data | LEA Met State Target? (Yes or No) |
|------------------------------------------------------------------------|-----------------------|---------------------|-------------------------------|-------------------|-----------------------------------|
| Indicator 1: Graduation (with a regular diploma) | 71.69% | 73.31% | Yes | 87.10% | Yes |
| Indicator 2: Drop Out | 6.29% | 4.07% | Yes | <1% | Yes |
| Indicator 3a: Participation for Children with IEPs | | | | | |
| 4 th grade – Reading | 95.00% | 95.03% | Yes | 95.35% | Yes |
| 4 th grade – Math | 95.00% | 94.77% | No | 95.35% | Yes |
| 8 th grade – Reading | 95.00% | 90.69% | No | 92.50% | No |
| 8 th grade – Math | 95.00% | 90.17% | No | 97.50% | Yes |
| High School – Reading | 95.00% | 77.43% | No | 81.82% | No |
| High School – Math | 95.00% | 85.75% | No | 86.36% | No |
| Indicator 3b: Proficiency (Grade Level Academic Achievement Standards) | | | | | |
| 4 th grade – Reading | 19.09% | 19.09% | Yes | * | Yes |
| 4 th grade – Math | 8.36% | 8.36% | Yes | * | No |
| 8 th grade – Reading | 11.83% | 11.83% | Yes | * | Yes |
| 8 th grade – Math | 1.81% | 1.81% | Yes | * | Yes |
| High School – Reading | 4.45% | 4.45% | Yes | * | Yes |
| High School – Math | 2.74% | 2.74% | Yes | * | Yes |
| Indicator 3c: Proficiency (Alternate Academic Achievement Standards) | | | | | |
| 4 th grade – Reading | 24.57% | 24.57% | Yes | <1% | No |



SPP/APR Indicator Data -- Oxford City

| Indicators ¹ | FFY 2020 State Target | FFY 2020 State Data | State Met Target? (Yes or No) | FFY 2020 LEA Data | LEA Met State Target? (Yes or No) |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|-------------------------------|-------------------|-----------------------------------|
| 4 th grade – Math | 19.81% | 19.81% | Yes | <1% | No |
| 8 th grade – Reading | 23.94% | 23.94% | Yes | * | Yes |
| 8 th grade – Math | 13.44% | 13.44% | Yes | * | Yes |
| High School – Reading | 37.01% | 37.01% | Yes | * | No |
| High School – Math | 28.84% | 28.84% | Yes | <1% | No |
| Indicator 3d: Gap in Proficiency (Grade Level Academic Achievement Standards) | | | | | |
| 4 th grade – Reading | 32.79 | 32.79 | Yes | 42.32 | No |
| 4 th grade – Math | 15.55 | 15.55 | Yes | 28.84 | No |
| 8 th grade – Reading | 39.84 | 39.84 | Yes | 43.50 | No |
| 8 th grade – Math | 12.45 | 12.45 | Yes | 3.04 | Yes |
| High School – Reading | 23.81 | 23.81 | Yes | 48.02 | No |
| High School – Math | 20.61 | 20.61 | Yes | 25.15 | No |
| Indicator 4: Suspension/Expulsion | | | | | |
| Indicator 4a: Suspension/Expulsion (where policies, procedures, or practices contribute to significant discrepancy) | 2.18% | 1.41% | Yes | <1% | Yes |
| Indicator 4b: Suspension/Expulsion (by Race/Ethnicity) (where policies, procedures, or practices contribute to significant discrepancy) | 0.00% | 0.00% | Yes | | Yes |
| Indicator 5: Education Environments (School Age) | | | | | |
| Indicator 5a: Inside regular class ≥ 80% of the day | 83.59% | 83.92% | Yes | 86.57% | Yes |
| Indicator 5b: Inside regular class < 40% of the day | 7.19% | 7.21% | No | 6.61% | Yes |
| Indicator 5c: In separate schools, residential facilities, homebound/hospital | 2.46% | 2.26% | Yes | <1% | Yes |
| Indicator 6: Preschool Environments | | | | | |
| Indicator 6a: Regular early childhood program | 51.92% | 52.70% | Yes | * | No |
| Indicator 6b: Separate special education class, school, or facility | 5.30% | 4.28% | Yes | <1% | Yes |
| Indicator 6c: Home | 2.71% | 2.71% | Yes | <1% | Yes |
| Indicator 7: Preschool Outcomes | | | | | |
| Indicator 7a1: Positive social-emotional skills, Children who increased rate of growth | 93.09% | 94.27% | Yes | 88.89% | No |
| Indicator 7a2: Positive social-emotional skills, Children functioning within age expectations | 76.30% | 76.08% | No | 81.82% | Yes |
| Indicator 7b1: Acquisition and use of knowledge and skills, Children who increased rate of growth | 92.31% | 92.96% | Yes | 100% | Yes |

SPP/APR Indicator Data -- Oxford City

| Indicators ¹ | FFY 2020 State Target | FFY 2020 State Data | State Met Target? (Yes or No) | FFY 2020 LEA Data | LEA Met State Target? (Yes or No) |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|-------------------------------|-------------------|-----------------------------------|
| Indicator 7b2: Acquisition and use of knowledge and skills, Children functioning within age expectations | 57.20% | 59.44% | Yes | 63.64% | Yes |
| Indicator 7c1: Use of appropriate behavior, Children who increased rate of growth | 91.57% | 92.13% | Yes | 100% | Yes |
| Indicator 7c2: Use of appropriate behavior, Children functioning within age expectations | 75.40% | 83.16% | Yes | 100% | Yes |
| Indicator 8: Parent Involvement | 76.99% | 72.29% | No | 74.49% | No |
| <i>Alabama Parent Survey Response Rate</i> | | 22.46% | | 19.69% | |
| Indicator 9: Disproportionate Representation (that is the result of inappropriate identification) | 0.00% | 3.50% | No | | Yes |
| Indicator 10: Disproportionate Representation in Specific Disability Categories (that is the result of inappropriate identification) | 0.00% | 7.09% | No | | Yes |
| Indicator 11: Child Find | 100% | 99.60% | No | 100% | Yes |
| Indicator 12: Early Childhood Transition | 100% | 99.54% | No | 100% | Yes |
| Indicator 13: Secondary Transition | 100% | 99.98% | No | 100% | Yes |
| Indicator 14: Post-School Outcomes | | | | | |
| Indicator 14a: Enrolled in higher education | 22.54% | 22.54% | Yes | * | Yes |
| Indicator 14b: Enrolled in higher education or competitively employed | 63.78% | 64.75% | Yes | 70.59% | Yes |
| Indicator 14c: Enrolled in higher education, in some other postsecondary education, or competitively employed | 71.17% | 71.17% | Yes | 70.59% | No |
| <i>Alabama Post-School Outcomes Survey Response Rate</i> | | 69.25% | | 56.67% | |

1. For more information about the indicators, refer to the Part B SPP/APR Measurement Table (FFY 2020) located at