

# 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.
- Indicates that the proficiency rate for children with IEPs is greater than the proficiency rate for all students against grade-level achievement standards.

## SPP/APR Indicator Data -- Tuscumbia City

Indicators <sup>1</sup>	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	<1%	No
Indicator 2: Drop Out	6.29%	4.07%	Yes	*	No
<b>Indicator 3a: Participation for Children with IEPs</b>					
4 <sup>th</sup> grade – Reading	95.00%	95.03%	Yes	93.75%	No
4 <sup>th</sup> grade – Math	95.00%	94.77%	No	93.75%	No
8 <sup>th</sup> grade – Reading	95.00%	90.69%	No	*	Yes
8 <sup>th</sup> grade – Math	95.00%	90.17%	No	*	Yes
High School – Reading	95.00%	77.43%	No	*	No
High School – Math	95.00%	85.75%	No	*	Yes
<b>Indicator 3b: Proficiency (Grade Level Academic Achievement Standards)</b>					
4 <sup>th</sup> grade – Reading	19.09%	19.09%	Yes	*	Yes
4 <sup>th</sup> grade – Math	8.36%	8.36%	Yes	*	Yes
8 <sup>th</sup> grade – Reading	11.83%	11.83%	Yes	<1%	No
8 <sup>th</sup> grade – Math	1.81%	1.81%	Yes	<1%	No
High School – Reading	4.45%	4.45%	Yes	<1%	No
High School – Math	2.74%	2.74%	Yes	<1%	No



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Indicators <sup>1</sup>	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)
<b>Indicator 3c: Proficiency (Alternate Academic Achievement Standards)</b>					
4 <sup>th</sup> grade – Reading	24.57%	24.57%	Yes	No Data to Report	N/A
4 <sup>th</sup> grade – Math	19.81%	19.81%	Yes	No Data to Report	N/A
8 <sup>th</sup> grade – Reading	23.94%	23.94%	Yes	<1%	No
8 <sup>th</sup> grade – Math	13.44%	13.44%	Yes	<1%	No
High School – Reading	37.01%	37.01%	Yes	No Data to Report	N/A
High School – Math	28.84%	28.84%	Yes	No Data to Report	N/A
<b>Indicator 3d: Gap in Proficiency (Grade Level Academic Achievement Standards)</b>					
4 <sup>th</sup> grade – Reading	32.79	32.79	Yes	23.33	Yes
4 <sup>th</sup> grade – Math	15.55	15.55	Yes	-0.72	Yes
8 <sup>th</sup> grade – Reading	39.84	39.84	Yes	42.06	No
8 <sup>th</sup> grade – Math	12.45	12.45	Yes	9.35	Yes
High School – Reading	23.81	23.81	Yes	35.87	No
High School – Math	20.61	20.61	Yes	21.51	No
<b>Indicator 4: Suspension/Expulsion</b>					
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
<b>Indicator 5: Education Environments (School Age)</b>					
Indicator 5a: Inside regular class ≥ 80% of the day	83.59%	83.92%	Yes	92.59%	Yes
Indicator 5b: Inside regular class < 40% of the day	7.19%	7.21%	No	*	Yes
Indicator 5c: In separate schools, residential facilities, homebound/hospital	2.46%	2.26%	Yes	<1%	Yes
<b>Indicator 6: Preschool Environments</b>					
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
<b>Indicator 7: Preschool Outcomes</b>					

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Indicators <sup>1</sup>	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 7a1: Positive social-emotional skills, Children who increased rate of growth	93.09%	94.27%	Yes	100%	Yes
Indicator 7a2: Positive social-emotional skills, Children functioning within age expectations	76.30%	76.08%	No	100%	Yes
Indicator 7b1: Acquisition and use of knowledge and skills, Children who increased rate of growth	92.31%	92.96%	Yes	100%	Yes
Indicator 7b2: Acquisition and use of knowledge and skills, Children functioning within age expectations	57.20%	59.44%	Yes	83.33%	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	0%	No
<b>Alabama Parent Survey Response Rate</b>		22.46%		0%	
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	97.50%	No
Indicator 12: Early Childhood Transition	100%	99.54%	No	No Data to Report	N/A
Indicator 13: Secondary Transition	100%	99.98%	No	100%	Yes
<b>Indicator 14: Post-School Outcomes</b>					
Indicator 14a: Enrolled in higher education	22.54%	22.54%	Yes	<1%	No
Indicator 14b: Enrolled in higher education or competitively employed	63.78%	64.75%	Yes	*	No
Indicator 14c: Enrolled in higher education, in some other postsecondary education, or competitively employed	71.17%	71.17%	Yes	*	No
<b>Alabama Post-School Outcomes Survey Response Rate</b>		69.25%		71.43%	

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

