LEA Special Education Performance Profile

Federal Fiscal Year 2022 (School Year 2022-2023)

The Alabama LEA Special Education Performance Profiles for SY 2022-23 contain data for each LEA that was reported in the federal fiscal year (FFY) 2022 Annual Performance Report submitted to the Office of Special Education Programs (OSEP) in February 2024. 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 – Coosa County

Indicators[1]	State Target	State Data	State Met Target? *(Yes or No)*	LEA Data	LEA Met State Target? *(Yes or No)*
Indicator 1: Graduation (with a regular diploma)	73.81%	79.46%	Yes	*	No
Indicator 2: Drop Out	6.09%	3.96%	Yes	*	No
Indicator 3a: Participation for Children with IEPs					
4th grade – Reading	95.00%	99.20%	Yes	*	Yes
4th grade – Math	95.00%	99.02%	Yes	*	Yes
8th grade – Reading	95.00%	97.26%	Yes	83.33%	No
8th grade – Math	95.00%	97.01%	Yes	83.33%	No
High School – Reading	95.00%	86.91%	No	*	No
High School – Math	95.00%	93.71%	No	*	No
Indicator 3b: Proficiency (Grade Level Academic Achievement Standards)					
4th grade – Reading	19.09%	17.79%	No	*	No
4th grade – Math	8.36%	10.92%	Yes	<1	No
8th grade – Reading	11.83%	12.33%	Yes	*	Yes
8th grade – Math	1.81%	2.94%	Yes	*	Yes
High School – Reading	4.45%	4.73%	Yes	<1	No
High School – Math	2.74%	2.94%	Yes	<1	No

SPP/APR Indicator Data – Coosa County

Indicators[1]	State Target	State Data	State Met Target? (Yes or No)	LEA Data	LEA Met State Target? (Yes or No)
Indicator 3c: Proficiency (Alternate Academic Achievement Standards)					
4th grade – Reading	24.57%	25.89%	Yes	*	Yes
4th grade – Math	19.81%	14.56%	No	<1	No
8th grade – Reading	23.94%	24.50%	Yes	<1	No
8th grade – Math	13.44%	11.94%	No	<1	No
High School – Reading	37.01%	40.66%	Yes	<1	No
High School – Math	28.84%	6.49%	No	<1	No
Indicator 3d: Gap in Proficiency (Grade Level Academic Achievement Standards)					
4th grade – Reading	26.23	36.82	No	40.13	No
4th grade – Math	12.49	24.27	No	21.05	Yes
8th grade – Reading	31.88	38.26	No	37.68	No
8th grade – Math	9.97	18.31	No	4.81	Yes
High School – Reading	19.05	25.65	No	19.15	No
High School – Math	16.49	21.69	No	10.64	Yes
Indicator 4: Suspension/Expulsion *(the state uses a single state bar to calculate a state level suspension/expulsion rate for all LEAs and racial/ethnic groups)*					
Indicator 4a: Suspension/Expulsion (where policies, procedures, or practices contribute to significant discrepancy)	State Bar: 2.45%	State Rate: 0.45%	Yes	1.52%	Yes
Indicator 4b: Suspension/Expulsion by Race/Ethnicity (where policies, procedures, or practices contribute to significant discrepancy)	0.00%	0.68%	No		Yes
Indicator 5: Education Environments (School Age)					
Indicator 5a: Inside regular class ≥ 80% of the day	83.92%	82.65%	No	76.64%	No
Indicator 5b: Inside regular class < 40% of the day	6.71%	8.21%	No	12.41%	No
Indicator 5c: In separate schools, residential facilities, homebound/hospital	2.26%	2.09%	Yes	*	No
Indicator 6: Preschool Environments					
Indicator 6a: Regular early childhood program	52.70%	55.60%	Yes	*	Yes
Indicator 6b: Separate special education class, school, or facility	4.28%	5.25%	No	*	No
Indicator 6c: Home	2.71%	2.53%	Yes	<1	Yes

SPP/APR Indicator Data – Coosa County

Indicators[1]	State Target	State Data	State Met Target? (Yes or No)	LEA Data	LEA Met State Target? (Yes or No)
Indicator 7: Preschool Outcomes					
Indicator 7a1: Positive social-emotional skills; children who increased rate of growth	93.09%	88.13%	No	*	Yes
Indicator 7a2: Positive social-emotional skills; children functioning within age expectations	76.30%	71.22%	No	*	No
Indicator 7b1: Acquisition and use of knowledge and skills; children who increased rate of growth	92.31%	86.98%	No	*	Yes
Indicator 7b2: Acquisition and use of knowledge and skills; children functioning within age expectations	57.20%	58.09%	Yes	<1	No
Indicator 7c1: Use of appropriate behavior; children who increased rate of growth	91.57%	82.89%	No	*	Yes
Indicator 7c2: Use of appropriate behavior; children functioning within age expectations	75.40%	76.34%	Yes	*	No
Indicator 8: Parent Involvement	77.49%	73.08%	No	81.25%	Yes
Alabama Parent Survey Response Rate		22.05%		34.03%	
Indicator 9: Disproportionate Representation (that is the result of inappropriate identification)	0.00%	2.76%	No		Yes
Indicator 10: Disproportionate Representation in Specific Disability Categories (that is the result of inappropriate identification)	0.00%	3.42%	No		Yes
Indicator 11: Child Find	100.00%	99.33%	No	100.00%	Yes
Indicator 12: Early Childhood Transition	100.00%	99.69%	No	*	Yes
Indicator 13: Secondary Transition	100.00%	99.34%	No	100.00%	Yes
Indicator 14: Post-School Outcomes				Cohort Participation: FFY 2022	
Indicator 14a: Enrolled in higher education	22.54%	25.26%	Yes	<1	No
Indicator 14b: Enrolled in higher education or competitively employed	63.78%	65.48%	Yes	*	Yes
Indicator 14c: Enrolled in higher education, in some other postsecondary education, or competitively employed	71.17%	73.90%	Yes	*	No
Alabama Post-School Outcomes Survey Response Rate		66.87%		60.00%	

[1] *For more information about the indicators, refer to the Part B SPP/APR Measurement Table (FFY 2020 –2025) located at*
https://osep.communities.ed.gov/services/PDCService.svc/GetPDCDocumentFile?fileId=41794