

Program Evaluation: Special Education 2024-2025



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Leadership

- How is our mission determined?
- What is our purpose?

Special Education & Services Staff

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CSIP Goal:

- **Academics:** Develop and enhance quality educational/instructional programs to improve overall and individual student academic performance
- **Community Students:** Provide each student with a relevant education in a safe and caring environment

Program Purpose Statement: Special Services is dedicated to fostering individual student growth through targeted and meaningful interventions designed through collaboration within a multi-tiered systems approach.

Customer Focus

- Who are our customers relative to this program?
- How do we determine the needs of the customer?
- What are the needs of the customer?

Students with special education needs are identified through a comprehensive, multidisciplinary evaluation. Most attend the school in their attendance area, but specialized programs are designated for district-wide services at specific buildings. All buildings provide specially designed instruction for students with disabilities through a pull-out/push-in model. For students needing more support, District Level Programs are provided.

- Elementary District-Wide Programs (current):



- 1-District Functional Program- Siegrist Elementary
- 4-Autism Programs-Compass Elementary (2) Barry Elementary(2)
- 1-Behavior Support Program-Pathfinder Elementary
- 2-Cross-Categorical Programs-Compass Elementary
- Middle School District-Wide Program
 - 1- Cross-Categorical Classroom-Platte County Middle School
 - 1-District Functional Program-Platte County Middle School
- High School District-Wide Programs
 - 2-District Functional Programs

Occasionally, students need to exceed the continuum within the district, and contracted placements are needed. This means a few students are served outside the district at private special education sites at district expense. Currently, we have seven students in a private or public separate day school, with one transitioning to a private separate day school shortly. We have returned two students from private separate day schools to PCR-III Schools this year.

Workforce Focus

- How do we determine our staff needs?
- What are we doing to support our staff to achieve our goals?

Multiple specialist teams and general education staff are in need of specific strategies. We support our district-wide staff with the following:

Current

- Compliance training in the areas of present levels, goal development, eligibility determinations and post-secondary transition.
- Assistive technology audits and review of special education technology.
- Review of special education IEP software. Considering a new program such as SpedTrack or PowerSchool.
- Prior Written Notice training
- MTSS and SST team
- Reorganization of Process Coordinators and School Psychologist
- PCM training
- Summer Learning Academy

Prior

- Special education staff training in Multisensory Structured Language Intervention to directly impact student reading skills
- Implementation of progress monitoring for students with IEPs using FastBridge
- Focus on Specially Designed Instruction
- Ongoing compliance updates
- Revisions to the Student Success Team (SST) process to ensure proper interventions have been applied pre-referral
- Professional Development on Form G of the IEP (state-required form that outlines students needs, accommodations/modifications and services due to weather- or COVID-related school closures
- Select special education staff participated in Multisensory Structured Language Intervention training (an Orton-Gillingham aligned intervention)



- Trauma training
- Specific Professional Development (behavior strategies, diversity, dyslexia and in-depth reading intervention, Trauma, team-specific)
- Improvement Teams strategies for students below target
- Student Success Teams (SST) strategies and infrastructure
- Progress monitoring tools aligned to strategy implementation
- Safe and Civil Schools Participation

Needs continued from 2023-2024

- **Special Education:** Increased knowledge base of specially designed instruction and teaching modalities, increased awareness of student performance data, ability to progress monitor student goals with fidelity across time, continued behavior support and training, increased collaboration time with general educators: continued Sunday training, and other PCR-III School District special education resources.
- **Motor Staff:** Ability to monitor goals with fidelity across time, as well as collaboration with general and special education.
- **Speech-Language Pathology:** Training on new regulations regarding eligibility, and the ability to monitor goals with fidelity across time.
- **School Psychology and Process Coordinator:** Ability to monitor goals with fidelity across time, build out of Tier 2 interventions, new regulations, and revisions to evaluation templates.
- **Paraprofessional:** Specific training on their student(s) needs, Collaboration with general and special education teachers, accommodation training, neurodiversity, foundations in disability, and behavioral training.

Process

- What process/improvement actions did we focus on last year to improve this program?

Ongoing Process Improvement Actions

- Development and implementation of Fidelity Protocols
- 18-21-Year-Old Program Continued Development
- District-Level Program Alignment
- Compliance
- Tiered Monitoring submissions
- Professional Development for Summer Learning Academy

Measurement/Analysis/Knowledge

- What are the results of our SWOT analysis for this year?
- What are our measures to determine progress/success?

Current Measures

- SWOT Analysis
- Parent surveys/Parent Advisory
- Office of Special Education Programs (Federal) Review (OSEP)
- Department of Elementary and Secondary Education (DESE) Special Education District Profile
- Tiered Monitor data



- Missouri Assessment Program (MAP) and End-of-Course Exam (EOC) data
- IEP goal data
- Staff surveys
- Progress Monitoring Data

Elementary Special Education SWOT ANALYSIS Key Themes and Recommendations

Communication and Coordination Needs:

- **Current Issues:**
 - Inconsistent communication of updates, decisions, and expectations.
 - Lack of clarity in job duties and hierarchy.
 - Gaps in information flow across teams and departments.
- **Recommendations:**
 - Assign a dedicated process coordinator to streamline communication.
 - Centralize updates from leadership to ensure consistency.
 - Share key meeting notes across teams to improve transparency.

Training and Professional Development:

- **Current Issues:**
 - Insufficient training on IEP writing, goal-setting, and using instructional materials.
 - Teachers are often left to self-learn new programs without guidance.
- **Recommendations:**
 - Offer targeted training at the start of the year and ongoing refreshers.
 - Provide workshops on verbal behavior and IEP goal writing.
 - Develop a summer learning academy for special education staff.

Time and Workload Management:

- **Current Issues:**
 - Limited time for planning, assessments, and paperwork.
 - Teachers frequently work outside of school hours to stay current.
- **Recommendations:**
 - Allocate additional non-instructional time for evaluations and IEP preparation.
 - Provide compensation or time-off for after-hours work.

Staffing and Caseload Concerns:

- **Current Issues:**
 - Increasing number of students qualifying for services, resulting in heavier caseloads.
 - Resource classrooms are struggling to meet the needs of diverse student levels.
 - Limited classroom space, forcing OT/PT staff to relocate.
- **Recommendations:**
 - Hire additional resource teachers to manage caseloads effectively.
 - Consider grouping students by needs/academic levels for targeted interventions.
 - Explore space reallocation or adding portable classrooms to accommodate growth.

Student Needs and Behavior Challenges:

- **Current Issues:**



- Balancing instructional quality with managing significant student behaviors.
- Some students need more support than resource settings can provide but do not fit self-contained criteria.
- **Recommendations:**
 - Create specialized classrooms for “in-between” students needing intensive support.
 - Provide behavior management training and additional staff support for high-needs students.

Collaboration and Peer Learning

- **Current Issues:**
 - Limited collaboration opportunities with other special education teachers across the district.
- **Recommendations:**
 - Establish PLCs (Professional Learning Communities) for special education staff.
 - Facilitate district-wide collaboration sessions to share resources and strategies.

These changes will help foster better communication, balance workloads, and enhance both teacher effectiveness and student outcomes.

Secondary Special Education SWOT ANALYSIS Key Themes and Recommendations

Strengths

- Strong Teamwork and Collaboration
 - Effective collaboration across teams and buildings.
 - Focus on what’s best for students, especially in decision-making and improving IEP compliance.
- Progress in Class Structure
 - Increased co-taught classes.
 - Alignment of resource classes with general education standards.
- Improvement in Teacher Support
 - Enhanced communication and support for new teachers.

Challenges

Staffing and Resources

- Insufficient Staffing
 - Lack of adequate staff, including paraprofessionals (paras), to meet rising student numbers and needs, particularly for students with extreme behaviors.
- Equitable Programming
 - Disparity in programming between middle schools and insufficient support in elective classes.
- Limited Time for Key Activities
 - Insufficient time for collaboration, professional development (PD), and data tracking.

IEP Processes

- Lack of Clear Processes
 - Need for clearer and more efficient processes in finalizing and communicating IEPs to general education teachers.
- No Online System for Acknowledging IEPs
 - Absence of an online system for IEP acknowledgment causes delays and confusion.
- Inconsistent Monitoring and Scheduling
 - Inconsistent progress monitoring and scheduling of students with IEPs.



Here's the information organized by topic, highlighting key themes, current challenges, and recommendations:

Strengths

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 - Effective collaboration across teams and buildings.
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- Progress in Class Structure
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 - Alignment of resource classes with general education standards.
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Staffing and Resources

- Increased Collaboration Time
 - Allocate more time for collaboration and streamline meeting procedures.
- Additional Staffing
 - Hire additional teachers and paras to ensure all classes are covered and student needs are supported.
- Clear Data and Progress Tracking Systems
 - Implement clear policies and systems for tracking data and monitoring student progress.

Improvement in IEP and Transition Processes

- Improved Communication for Transitions
 - Strengthen communication channels between middle and high schools to ensure smooth transitions and appropriate class placements.
- Consistent Professional Development
 - Implement a more consistent process for PD and a quicker system for finalizing IEPs to maintain compliance.



District Special Education SWOT ANALYSIS Key Themes and Recommendations

Summary: Strengths, Areas for Improvement, Opportunities, and Threats

Strengths:

1. **Collaborative Teamwork:** Staff consistently work together to create cohesive routines, share resources, and support each other.
2. **Knowledgeable Staff and Support:** The department benefits from experienced teachers and paras who provide support and help each other problem-solve.
3. **Adaptive Curriculum Access:** The department provides access to specialized resources and a curriculum tailored to meet students' needs.

Key Areas for Improvement:

1. **Consistent Procedures Across the District:** There is a need for standardized paperwork, guidelines, and expectations for special education programs.
2. **Training and Mentorship:** More time and training are needed for paras, along with better mentoring support for both teachers and paras.
3. **Workload and Compensation:** Addressing issues like unpaid overtime, lack of planning time, and ensuring staff are compensated for additional duties would improve morale and productivity.

Opportunities to Leverage:

1. **Collaboration and Paid Planning Time:** Implement regular paid team meetings and collaboration days to streamline planning and paperwork.
2. **Leadership Support:** Encourage more direct support and clear communication from leadership, ensuring decision-making is collaborative and transparent.
3. **Dedicated Instructional Coaching:** Introducing a full-time instructional coach for special education teachers and paras to support professional development and curriculum alignment.

Potential Threats/Challenges:

1. **Staff Burnout:** High workloads, lack of support, and insufficient compensation contribute to burnout and could lead to staff attrition.
2. **Inconsistent Support and Training:** New roles for process coordinators and administrators may lead to gaps in guidance, which poses risks in meeting legal and educational requirements.
3. **Communication Gaps:** Decisions being made without teacher input, along with inadequate communication from leadership, affect staff morale and program effectiveness.

Key Takeaway: Addressing training, workload, and collaboration, while improving communication and leadership support, can help the department enhance its effectiveness and retain talented staff.

Speech Language Pathologist SWOT ANALYSIS Key Themes and Recommendations

Summary: The program benefits from dedicated, knowledgeable, and compassionate teachers, strong paraprofessional support, and specialized Autism and Early Childhood Special Education (ECSE) classrooms across regions. ECSE operates four days a week, allowing time for planning and collaboration.

Key Issues:



1. Limited access to assistive technology (AAC devices) for students with communication needs.
2. SLP (Speech-Language Pathologist) workload is overwhelming.
3. Insufficient early childhood education options.

Suggested Solutions:

1. Establish a streamlined process for acquiring communication devices.
2. Reduce the SLP workload.
3. Reintroduce peer models and include an at-risk program in ECSE.

Concern: A full-day, five-day preschool with large class sizes and high-need students may lead to teacher burnout and hinder student progress due to inadequate support.

Process Coordinator SWOT ANALYSIS Key Themes and Recommendations

Summary of Key Points and Recommendations:

Strengths:

- **Teamwork & Collaboration:** Strong rapport among team members, willingness to help each other, and a supportive work ethic.
- **Willingness to Learn:** Staff is open to learning new skills and asking questions.
- **Professional Development:** Ongoing training and development opportunities have been valuable.
- **Commitment to Compliance:** Team shows dedication to meeting compliance standards despite challenges.

Challenges:

- **Time Management & Burnout:** Excessive workload outside of contract hours leading to burnout. Limited time for compliance paperwork due to being onsite full-time.
- **Disorganization:** Processes and role expectations across the department are unclear, leading to inefficiencies and inconsistencies across buildings.
- **Lack of Role Clarity:** Overlapping duties between Process Coordinators (PCs) and School Psychologists (SPs) contribute to confusion.
- **General Education Collaboration:** General education staff need a better understanding of special education roles, eligibility criteria, and MTSS processes.

Recommendations:

1. **Organizational Improvements:**
 - Define clear roles and responsibilities for PCs, SPs, and other staff.
 - Streamline and standardize processes across buildings.
 - Designate coordinators for specific tasks or schools to enhance efficiency.
2. **Time and Workload Management:**
 - Allow dedicated time blocks for compliance tasks and paperwork.
 - Explore staffing solutions, such as additional administrative support or instructional coaches, to reduce workload.
3. **Training and Professional Development:**
 - Continue offering targeted training on compliance, data analysis, MTSS, and Response to Intervention (RTI) for both general and special education staff.
 - Provide training on curriculum resources, technology tools, and interventions available across



the district.

4. **Collaboration and Communication:**

- Increase structured collaboration time between general education, special education, and administrative staff.
- Improve communication with administrators regarding special education roles and responsibilities.
- Establish consistent, transparent communication channels within the department to ensure timely decision-making.

5. **MTSS Implementation:**

- Strengthen MTSS processes at all levels, with clear documentation and accountability.
- Develop shared understanding of eligibility and data requirements for interventions and specialized instruction.

By focusing on these areas, the team can build a more efficient, supportive, and collaborative environment, ultimately benefiting both staff and students.

Motor Team SWOT ANALYSIS Key Themes and Recommendations

The team is adaptable and willing to step in as needed. However, there is a divide between the North and South OT teams, with underutilization in preschool and kindergarten. The team feels excluded from early handwriting integration decisions, which could be improved by introducing letters in a developmentally appropriate order and working with all students in the classroom. Early classroom exposure and strategies may reduce the need for frequent skilled services. Setting developmental goals by age could help streamline services.

Space constraints for the motor department can hinder effective evaluations and treatment. Strong relationships with teachers and support staff are noted, but leadership needs better communication and collaboration on decisions impacting safety and staff. Regular team meetings for support and feedback are suggested to prevent potential staff turnover.

Paraprofessional Team SWOT ANALYSIS Key Themes and Recommendations

Strengths:

- **Dedication and Teamwork:** Strong commitment to student success, collaborative efforts among paraprofessionals (paras) and SPED teachers, and willingness to step in and support each other.
- **Patience and Compassion:** Staff demonstrate patience, resilience, and compassion in challenging situations.
- **Adaptability and Problem-Solving:** The ability to adapt to changing needs creative solutions despite staffing and resource constraints.

Challenges:

- **Understaffing and Overcrowding:** Classrooms, particularly cross-categorical (cross-cat) SPED rooms, are overcrowded, with a high student-to-staff ratio, impacting student care and staff well-being.
- **Training and Professional Development:** Insufficient training for new paras and lack of ongoing, job-specific professional development. Many highlight the need for CPI (Crisis Prevention Intervention) and behavior management training.
- **Communication and Collaboration:** There is a need for better communication between general education (gen ed) and SPED teachers, as well as between administration and staff. More collaboration time and consistent feedback from leadership are requested.



- **Role Clarity and Expectations:** Paras seek clarity on their roles, particularly in inclusion settings, and desire opportunities to lead and participate more fully in instructional planning.
- **Burnout and Mental Health:** Staff feel overwhelmed due to high demands, physical safety concerns, and a lack of administrative support. There is a need for mental health resources and recognition of staff limitations.
- **Retention and Compensation:** Challenges in retaining paras due to low pay and insufficient training. Concerns over equity in pay and incentives for experienced paras.

Suggested Improvements:

- **Increased Staffing and Training:** Hiring qualified SPED teachers and paras with relevant experience. Providing upfront and ongoing job-specific training.
- **Improved Communication and Support:** Regular check-ins, team meetings, and collaboration time. Clear communication from leadership and recognition of staff efforts.
- **Better Resource Allocation:** Access to materials, a safe space for overwhelmed students, and more time for planning and documentation.
- **Professional Development:** Tailored training sessions that address the daily realities of paras, including de-escalation techniques, behavior management, and IEP (Individualized Education Plan) requirements.

This summary highlights a dedicated team working under challenging conditions, advocating for better resources, communication, and support to effectively meet student and staff needs.

Special Education Parent Advisory Needs - continued form 23-24 school year

- Training in IEP team participation, understanding data collection and assessments for students with IEPs
- Opportunities to continue to refine home/school collaboration
- Transition Planning, Guardianship, Post High School information
- Refinement of level-to-level transitions
- Input on Task Forces (District Level Programming and 18-21 Year Old Program Development)

Results

- **How are we doing? How have we done over time? How have we done compared to others (if applicable)?**



Special Education District Profile, 2023-24

Child Count and Educational Environment Data - (Table B)

Child Count (5K-21) and Parentally-Placed Private School Students (PPPS) (B1)

The following table indicates the number and incidence rate of students with disabilities by disability category.

Disability Category	Total	PPPS	Incidence Rate 2023-24	State 2023-24
Intellectual Disability	14	0	0.33%	0.89%
Emotional Disturbance	18	0	0.42%	0.74%
Orthopedic Impairment	2	0	0.05%	0.04%
Visual Impairment	1	0	0.02%	0.06%
Hearing impairment	4	0	0.09%	0.11%
Specific Learning Disability	108	0	2.53%	3.58%
Other Health Impairment	75	0	1.76%	3.18%
Deaf/Blindness	0	0	0.00%	0.00%
Multiple Disabilities	4	0	0.09%	0.14%
Autism	60	0	1.41%	1.95%
Traumatic Brain Injury	4	0	0.09%	0.04%
Young Child w/ Developmental Delay	20	0	0.47%	0.41%
Language Impairment	43	0	1.01%	1.21%
Speech Impairment	32	2	0.75%	1.40%
Total	385	2	9.03%	13.76%

Source: District reported data via MOSIS Student Core (December cycle) Child Count data is as of December 1
Incidence rate = Total 5K-21 Child Count / K-12 district enrollment

Percent of Students by Race/Ethnicity (SPP 9/10) (B2)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories.

School Year: 2023-24	Amer Indian %	Asian %	Black %	Hispanic %	Multi %	Pacific %	White %	Total %
Total District Enrollment (K-12)	1.1%	3.3%	11.8%	9.6%	1.6%	1.1%	71.4%	100.0%
Total IEP Child Count (5K-21)	0.5%	3.1%	15.6%	12.5%	0.8%	0.5%	67.0%	100.0%
Intellectual Disability	0.0%	0.0%	14.3%	7.1%	0.0%	0.0%	78.6%	100.0%
Emotional Disturbance	0.0%	0.0%	5.6%	11.1%	0.0%	0.0%	83.3%	100.0%
Specific Learning Disability	0.0%	0.0%	17.6%	17.6%	0.9%	0.9%	63.0%	100.0%
Other Health Impairment	0.0%	1.3%	14.7%	12.0%	1.3%	0.0%	70.7%	100.0%
Autism	1.7%	6.7%	16.7%	6.7%	0.0%	0.0%	68.3%	100.0%
Speech/Language Impairment	1.3%	9.3%	13.3%	10.7%	0.0%	1.3%	64.0%	100.0%

Source: District reported data via MOSIS Student Core (October and December cycle) Child Count data is as of December 1



Child Count and Educational Environment Data - (Table B)

School-age Educational Environments (SPP 5) (B3)

The following table indicates the amount of time students with disabilities are included in the general education classroom.

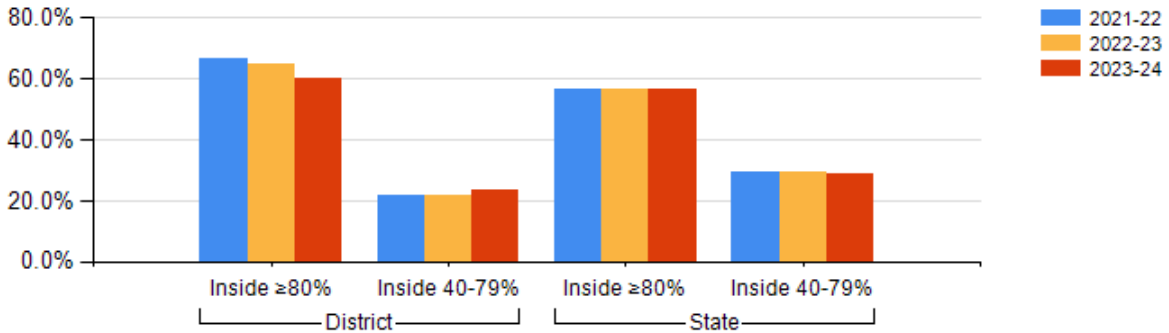
Placement Categories	2021-22		2022-23		2023-24		State 2023-24
	#	%	#	%	#	%	%
Inside Regular Class 80% or More (SPP 5A)	248	66.7%	252	64.5%	230	59.7%	56.5%
Inside Regular Class 40-79%	80	21.5%	85	21.7%	91	23.6%	28.9%
Inside Regular Class < 40% (SPP 5B)	43	11.6%	50	12.8%	58	15.1%	9.3%
Private Separate (Day) School*	1	0.3%	4	1.0%	4	1.0%	0.9%
Public Separate (Day) School*	0	0.0%	0	0.0%	0	0.0%	1.3%
Homebound/Hospital*	0	0.0%	0	0.0%	0	0.0%	0.6%
Private Residential Facility*	0	0.0%	0	0.0%	0	0.0%	0.0%
Correctional Facility	0	0.0%	0	0.0%	0	0.0%	0.1%
Parentally Placed Private School	0	0.0%	0	0.0%	2	0.5%	1.8%
State Operated Separate School [^]	0	0.0%	0	0.0%	0	0.0%	0.6%
Total School Age	372	100.0%	391	100.0%	385	100.0%	100.0%
Total of Separate Placements* (SPP 5C)	1	0.3%	4	1.0%	4	1.0%	3.5%

Source: District reported data via MOSIS Student Core (December cycle)

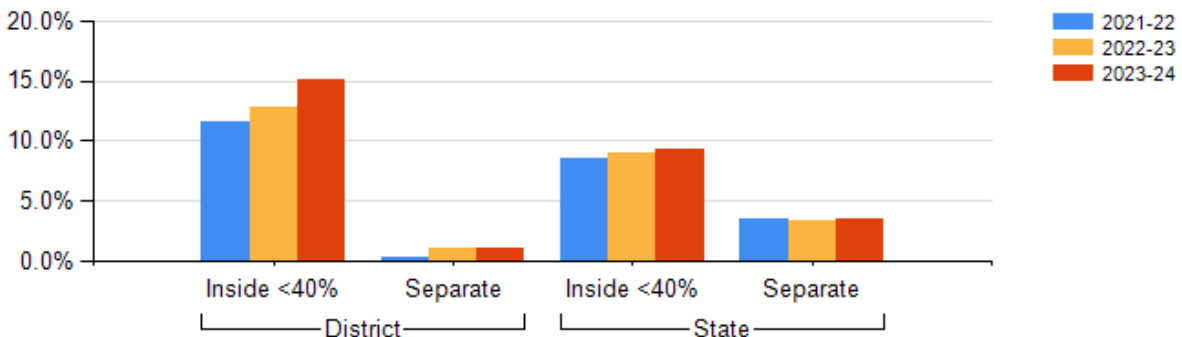
*"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated School

[^]This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Educational Environments: Inside ≥ 80% and Inside 40-79%



Educational Environments: Inside < 40% and Separate Placements



Initial Evaluation Timelines (SPP 11) (Table D)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2019-20	2020-21	2021-22	2022-23	2023-24
Number evaluated	71	NA	NA	68	NA
Number within acceptable timelines	71	NA	NA	68	NA
Percent within acceptable timelines	100.0%	NA	NA	100.0%	NA
State % within acceptable timelines	99.2%	98.4%	98.5%	98.7%	99.2%

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data - (Table F)

Suspension/Expulsion Data (SPP 4A/4B) (Table F)

School Year 2023-2024	Students with Disabilities			Nondisabled Students			District	State
	District		State	District		State	Ratio of IEP : NonIEP rate	Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Rate per 100 students	Number	Rate per 100 students	Rate per 100 students		
Student Counts								
OSS - All	47	10.96	10.72	146	3.72	5.42	2.94	1.98
OSS > 10 Days	6	1.40	2.24	18	0.46	0.97	3.05	2.31
ISS - All	49	11.42	12.07	227	5.79	7.54	1.97	1.60
ISS > 10 Days	1	0.23	0.94	2	0.05	0.40	4.57	2.32
Total OSS and ISS	77	17.95	17.76	318	8.11	10.64	2.21	1.67
Incident Counts								
OSS - All	110	25.64	23.18	203	5.17	9.15	4.96	2.53
OSS > 10 Days	6	1.40	2.41	18	0.46	1.03	3.05	2.34
American Indian	0	0.00	0.98				0.00	0.96
Asian	0	0.00	0.55				0.00	0.53
Black	1	1.49	5.65				3.25	5.49
Hispanic	0	0.00	1.79				0.00	1.74
Multi Racial	1	16.67	2.91				36.32	2.83
Pacific Islander	0	0.00	2.45				0.00	2.38
White	4	1.41	1.64				3.08	1.60
ISS - All	114	26.57	27.92				380	9.69
ISS > 10 Days	1	0.23	0.98	2	0.05	0.42	4.57	2.33
Total OSS and ISS	224	52.21	51.10	583	14.86	24.11	3.51	2.12

Source: District reported data via MOSIS Discipline and MOSIS Student Core.
 # is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 3-21 child count excluding PPPS
 OSS All = Any incident resulting in an in-school suspension
 OSS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days
 OSS All = Any incident resulting in an out-of-school suspension
 OSS > 10 days = Any incident resulting in an out-of-school suspension for more than 10 consecutive or cumulative days
 OSS includes out-of-school suspensions, expulsions or unilateral removals
 Note: The ratios for the racial/ethnic groups use the Nondisabled OSS>10 days for all races as the comparison group



Secondary Transition Data - (Table G)

Graduation / Dropout Data for Students with Disabilities (G1)

The following tables indicate the numbers and percents of students with disabilities who graduated or dropped out from school.

Graduation data	2021-22	2022-23	2023-24	State 2023-24
Total Number of IEP Students Graduated	22	34	37	7,097

Graduation Cohort data / rates	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	District	State	District	State	District	State	District	State
2024 Cohort	2024		2025		2026		2027	
Total Cohort Graduates	36	6,487						
Total Cohort	41	7,909						
Graduation Rate	87.8%	82.0%	NA	NA	NA	NA	NA	NA
2023 Cohort	2023		2024		2025		2026	
Total Cohort Graduates	33	6,064	33	6,281				
Total Cohort	37	7,647	37	7,569				
Graduation Rate	89.2%	79.3%	89.2%	83.0%	NA	NA	NA	NA
2022 Cohort	2022		2023		2024		2025	
Total Cohort Graduates	21	6,023	21	6,257	22	6,331		
Total Cohort	29	7,686	29	7,591	29	7,576		
Graduation Rate	72.4%	78.4%	72.4%	82.4%	75.9%	83.6%	NA	NA
2021 Cohort	2021		2022		2023		2024	
Total Cohort Graduates	21	6,003	21	6,293	22	6,363	22	6,398
Total Cohort	24	7,807	23	7,712	23	7,679	23	7,659
Graduation Rate	87.5%	76.9%	91.3%	81.6%	95.7%	82.9%	95.7%	83.5%

Graduation rate = Number of IEP Graduates in cohort / Total number of IEP students in cohort x 100

Dropout data (grades 9-12)	2021-22	2022-23	2023-24	State 2023-24
Total students with disabilities grades 9-12	152	149	144	40,484
Number of students with disabilities who dropped out	5	4	1	802
Dropout rate for students with disabilities	3.3%	2.7%	0.7%	2.0%

Source: District reported data via MOSIS Student Core (June cycle) and MOSIS Enrollment and Attendance

Dropout rate = Number of IEP dropouts in grades 9-12 / Total number of IEP students in grades 9-12

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

Tiered Monitoring Results 2023-2024

2024-2025 is a Maintain and Train Year

Part B to Part C Transitions

	Summary of IEP in Place	Summary based on LEA acceptable Reasons	Final Score
Yes:	8	8	8
No:	0	0	0
N/A:	6	6	6
Percent:	100%	100%	100%



Initial Evaluation within Timelines

	Summary of Eligibility Determined within 60 days	Summary based on LEA acceptable Reasons	Final Score
Yes:	60	68	68
No:	8	0	0
Percent:	88.23%	100%	100%

File Review Summary

File Review Totals			
	LEA	DESE	Final
yes:	368	87	358
no:	0	7	7
n/a:	77	18	80
percent:	100	92.55	98.08
Total Student Reviews: 20			
Indicators out of compliance: 6			

Note: After further review, DESE determined 5 indicators were found out of compliance rather than 6

Parent Survey: I am satisfied with the special education services my child receives. (Parents)

Building	2019 SPI	2020 SPI	2021 SPI	2022 SPI	2023 SPI
<i>Barry</i>	394.44	404.76	422.22	390.91	387.50
<i>Compass</i>	442.31	441.18	425.93	431.81	354.17
<i>Pathfinder</i>	428.13	428.57	411.11	408.89	433.33
<i>Siegrist</i>	438.71	413.51	417.14	389.19	441.18
<i>PCMS</i>	426.92	402.00	414.72	389.74	375.76
<i>PPMS</i>	-	-	-	-	333.33
<i>PCHS</i>	378.26	365.52	382.98	353.85	358.82
<i>District-Wide (# respondents)</i>	421.57 (204)	402.78 (252)	413.57 (221)	395.71 (167)	390.16 (122)



District-Level MAP and EOC Assessment Results for Special Education Students

Data shown as % of students in the Top 2 Levels

