Missouri Department of Elementary and Secondary Education
Special Education District Profile

ADAIR CO. R-I (001-090)

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: http://dese.mo.gov/special-education/state-performance-plan.

The purpose of this profile is to:

a. Provide information to the public about the performance of districts on the SPP Indicators
b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the district met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the district directly to the Department.

See the link below for the Special Education Profile Review Guide
http://dese.mo.gov/sites/default/files/districtprofilereviewguide.pdf

Questions? Please contact the Special Education - Data Coordination at 573-751-7848 speddata@dese.mo.gov.

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SPP Targets and District Status

SPP Indicator			District Data 2013-14		Target 13-14*
Early Childhood Special Education Data (Table A)					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			NA	NA	≥ 29.00%
ECSE children in special education separate class, school or residential setting (SPP 6B)			NA	NA	≤ 32.00%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12) **			NA	NA	= 100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	NA	NA	≥ 92.70%
		Summary Statement 2	NA	NA	≥ 55.60%
	Acquisition and use of knowledge and skills:	Summary Statement 1	NA	NA	≥ 93.80%
		Summary Statement 2	NA	NA	≥ 42.40%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	NA	NA	≥ 90.70%
		Summary Statement 2	NA	NA	≥ 60.70%
Child Count and Educational Environment Data (Table B)					
Percent of children with IEPs inside regular class at >79% of the day (SPP 5A)			86.49%	Met	≥ 56.00%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			5.41%	Met	≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5C)			0.00%	Met	≤ 3.70%
Was district identified as having disproportionality of racial/ethnic groups in special education or in specific disability categories that is the result of inappropriate identification? (SPP 9/10)			No		
Assessment Data (Table C)					
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3B)			100.00%	Met	≥ 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3B)			93.33%	Not Met	≥ 95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3C)			8.33%	Not Met	≥ 23.20%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3C)			7.14%	Not Met	≥ 26.50%
Evaluation Data (Table D)					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11) **			NA	NA	= 100.00%
Parent Survey Data (Table E)					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			NA	NA	≥ 70.00%
Suspension/Expulsion Data (Table F)					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			No		
Was district identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)**			No		
Secondary Transition Data (Table G)					
Graduation rate for students with disabilities (SPP 1)			75.00%	Met	≥ 72.00%
Dropout rate for students with disabilities (SPP 2)			6.25%	Not Met	≤ 4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13) **			NA	NA	= 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education		0.00%	Not Met	≥ 24.40%
	enrolled in higher education or competitively employed		0.00%	Not Met	≥ 46.90%
	total employed / continuing education		0.00%	Not Met	≥ 51.30%

* Targets for 2013-14 pending finalization of State Performance Plan

** Data are collected from districts in conjunction with their Monitoring review, so data is not available for all districts every year. For districts with data, the met/not met call for compliance indicators is pending finalization of the compliance desk review of district data

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Special Education Child Count and Participation Rates (A1)

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-PK5				
	2011-12	2012-13	2013-14	State: 2013-14
Child Count	3	5	0	11,448
Participation Rate	5.56%	9.26%	0.00%	5.80%

Source: District reported data via MOSIS Student Core (December cycle) and 2010 census data
Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-PK5) (SPP 6) (A2)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2011-12		2012-13		2013-14		State 2013-14
		#	%	#	%	#	%	%
In the regular early childhood program:		*3*	*100.00%*	*5*	*100.00%*	*0*	*0.00%*	*58.09%*
♦ 10+ hours with majority of sped services in:	EC Program*	0	0.00%	1	20.00%	0	0.00%	25.03%
	Other Location	3	100.00%	4	80.00%	0	0.00%	23.10%
♦ less than 10 hours with majority of sped services in:	EC Program*	0	0.00%	0	0.00%	0	0.00%	4.17%
	Other Location	0	0.00%	0	0.00%	0	0.00%	5.78%
Separate Class**		0	0.00%	0	0.00%	0	0.00%	30.08%
Separate School**		0	0.00%	0	0.00%	0	0.00%	1.47%
Residential Facility**		0	0.00%	0	0.00%	0	0.00%	0.00%
Home		0	0.00%	0	0.00%	0	0.00%	1.12%
Service Provider location		0	0.00%	0	0.00%	0	0.00%	9.25%
Total Early Childhood		3	100.00%	5	100.00%	0	0.00%	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		0	0.00%	1	20.00%	NA	NA	29.20%
Total separate placement** (SPP 6B)		0	0.00%	0	0.00%	NA	NA	31.54%

Source: District reported data via MOSIS Student Core (December cycle)
Percentage = Educational Environment / Total Early Childhood
*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program
** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12) (A3)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthdays

Reporting Year	2009-10	2010-11	2011-12	2012-13	2013-14
Number referred and eligible	NA	NA	0	NA	NA
IEPs developed within acceptable timelines	NA	NA	0	NA	NA
Percent developed within acceptable timelines	NA	NA	NA	NA	NA
State % developed within acceptable timelines	98.58%	99.46%	95.90%	94.20%	98.84%

Source: Data are collected from districts in the year prior to monitoring review

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Outcome Data (SPP 7) (A4)

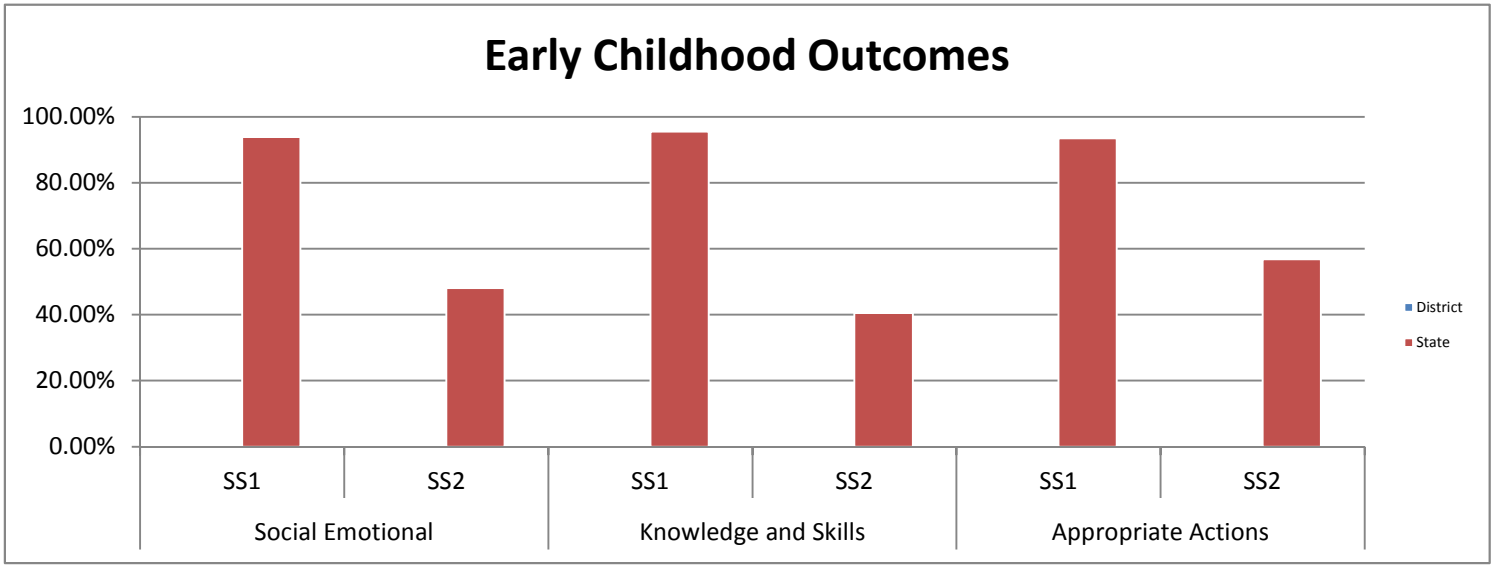
Districts are required to assess children's abilities when they enter and exit ECSE. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

Outcomes: 2013-2014 School Year	Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
Outcomes: Percent of children who	#	%	State %	#	%	State %	#	%	State %
a. did not improve functioning	0	NA	1.35%	0	NA	1.98%	0	NA	1.47%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	0	NA	3.59%	0	NA	2.16%	0	NA	3.57%
c. improved functioning to a level nearer to same-aged peers but did not reach	0	NA	46.96%	0	NA	55.34%	0	NA	38.17%
d. improved functioning to reach a level comparable to same-aged peers	0	NA	28.11%	0	NA	32.05%	0	NA	34.11%
e. maintained functioning at a level comparable to same-aged peers	0	NA	19.99%	0	NA	8.47%	0	NA	22.68%
Total:	0	0.00%	100.00%	0	0.00%	100.00%	0	0.00%	100.00%
Summary Statements									
1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited.		NA	93.83%		NA	95.48%		NA	93.48%
2. Percent of children who were functioning within age expectations by the time they exited.		NA	48.10%		NA	40.51%		NA	56.79%

Summary Calculations: 1. ((c+d)/(a+b+c+d))*100 2. ((d+e)/(a+b+c+d+e))*100

Source: MOSIS Student Core (June cycle)

Note: Excludes children who transferred districts (district totals) and children in ECSE less than 6 months



SS1=Summary Statement 1 (see above)
SS2=Summary Statement 2 (see above)

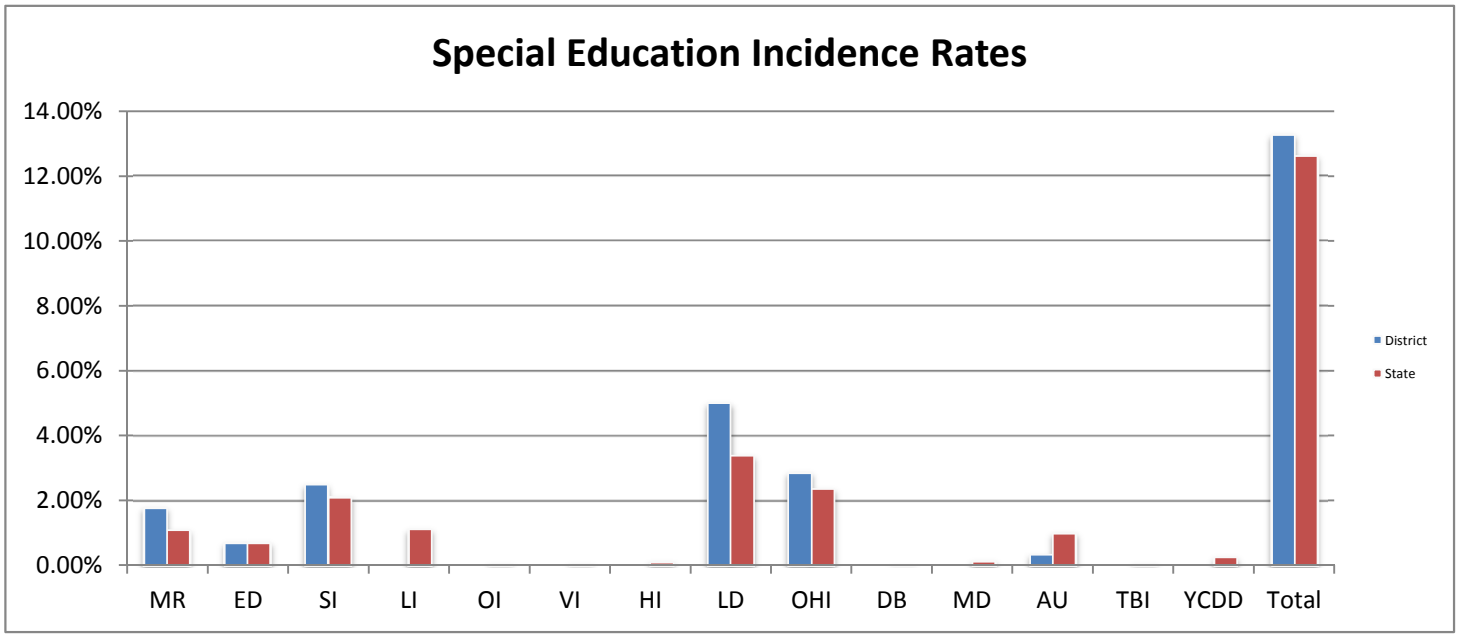
Child Count and Educational Environment Data - (Table B)

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 2013-14	State 2013-14
Intellectual Disability	5	0	1.79%	1.11%
Emotional Disturbance	2	0	0.72%	0.72%
Speech Impairment	7	0	2.51%	2.13%
Language Impairment	0	0	0.00%	1.14%
Orthopedic Impairment	0	0	0.00%	0.06%
Visual Impairment	0	0	0.00%	0.05%
Hearing Impairment	0	0	0.00%	0.13%
Specific Learning Disabilities	14	0	5.02%	3.40%
Other Health Impairment	8	0	2.87%	2.38%
Deaf/Blindness	0	0	0.00%	0.00%
Multiple Disabilities	0	0	0.00%	0.16%
Autism	1	0	0.36%	1.01%
Traumatic Brain Injury	0	0	0.00%	0.05%
Young Child w/ Developmental Delay	0	0	0.00%	0.28%
Total	37	0	13.26%	12.62%

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: 2013-14	White %	Black %	Hispanic %	Asian %	Indian %	PacificI%	Multi%	Total %
Total District Enrollment (K-12)	98.92%	0.00%	0.00%	0.36%	0.00%	0.72%	0.00%	100.00%
Total IEP Child Count (3-21)	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Intellectual Disability	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Emotional Disturbance	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Speech/Language Impairment	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Specific Learning Disability	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Other Health Impairment	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Autism	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

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

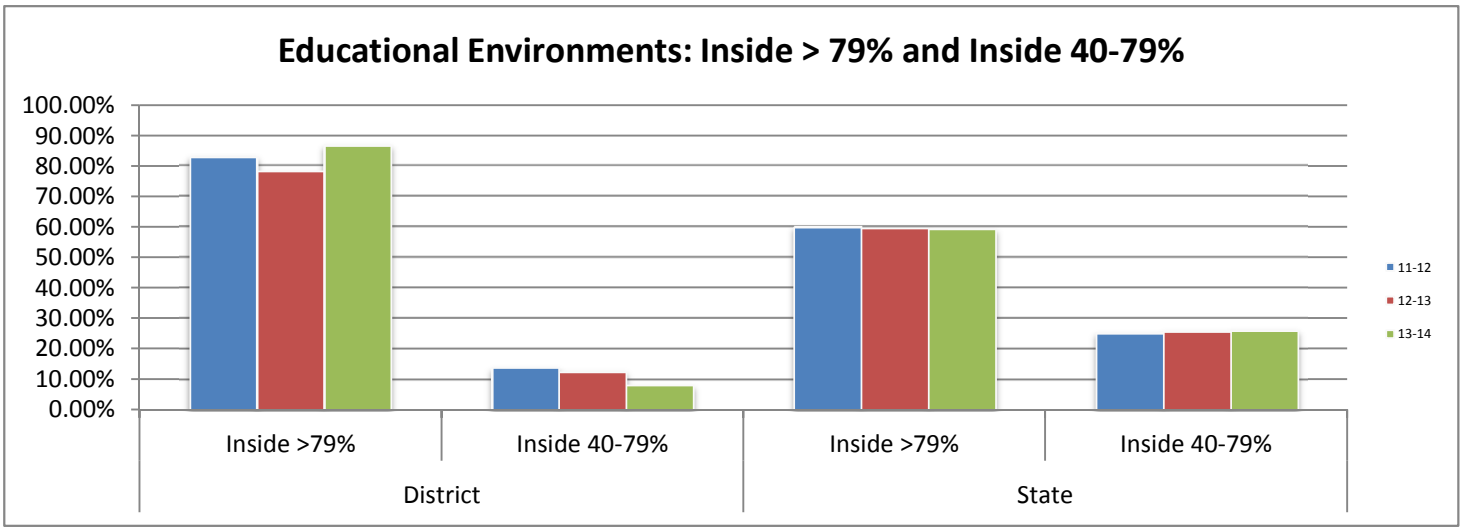
Child Count and Educational Environment Data - (Table B)

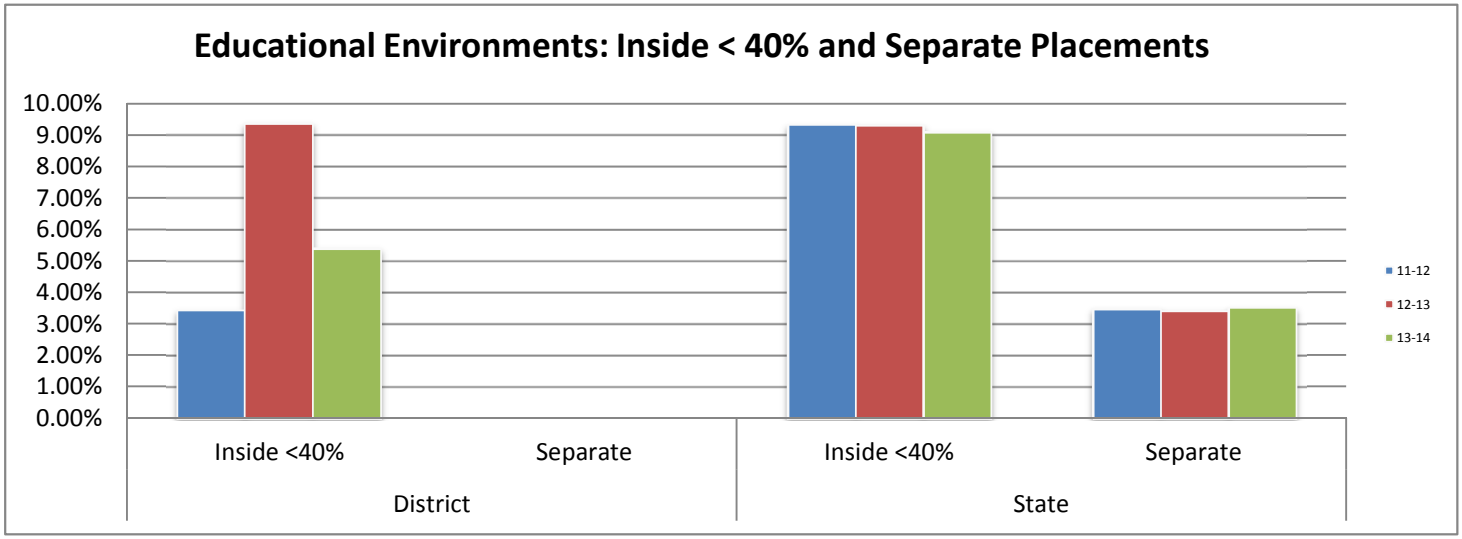
School-age Educational Environments (SPP 5) (B3)

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

Placement Categories	2011-2012		2012-2013		2013-2014		State 2013-2014
	#	%	#	%	#	%	%
Inside Regular Class >79% (SPP 5A)	24	82.76%	25	78.13%	32	86.49%	59.03%
Inside Regular Class 40-79%	4	13.79%	4	12.50%	3	8.11%	25.98%
Inside Regular Class <40% (SPP 5B)	1	3.45%	3	9.38%	2	5.41%	9.11%
Private Separate (Day) Facility*	0	0.00%	0	0.00%	0	0.00%	0.68%
Public Separate (Day) Facility*	0	0.00%	0	0.00%	0	0.00%	1.31%
Homebound/Hospital*	0	0.00%	0	0.00%	0	0.00%	0.63%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.00%
Correctional Facility	0	0.00%	0	0.00%	0	0.00%	0.38%
Parentally Placed Private School	0	0.00%	0	0.00%	0	0.00%	1.99%
State Operated Separate School^	NA	NA	NA	NA	NA	NA	0.90%
Total School Age	29	100.00%	32	100.00%	37	100.00%	100.00%
Total of Separate Placements* (SPP 5C)	0	0.00%	0	0.00%	0	0.00%	3.52%

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





Student Assessment Data - (Table C)

District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for a specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at:
http://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx

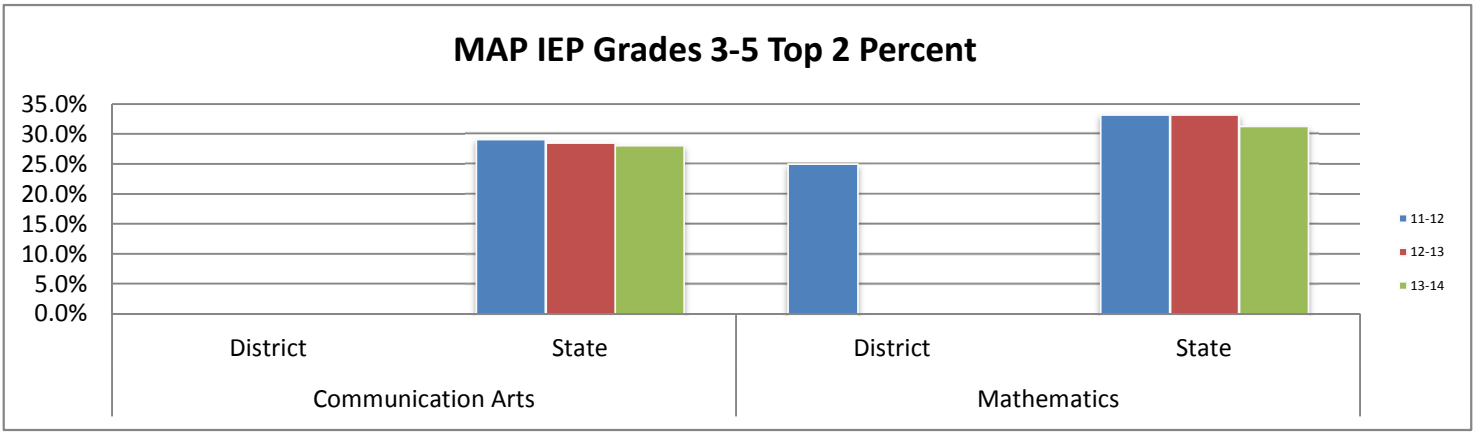
Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

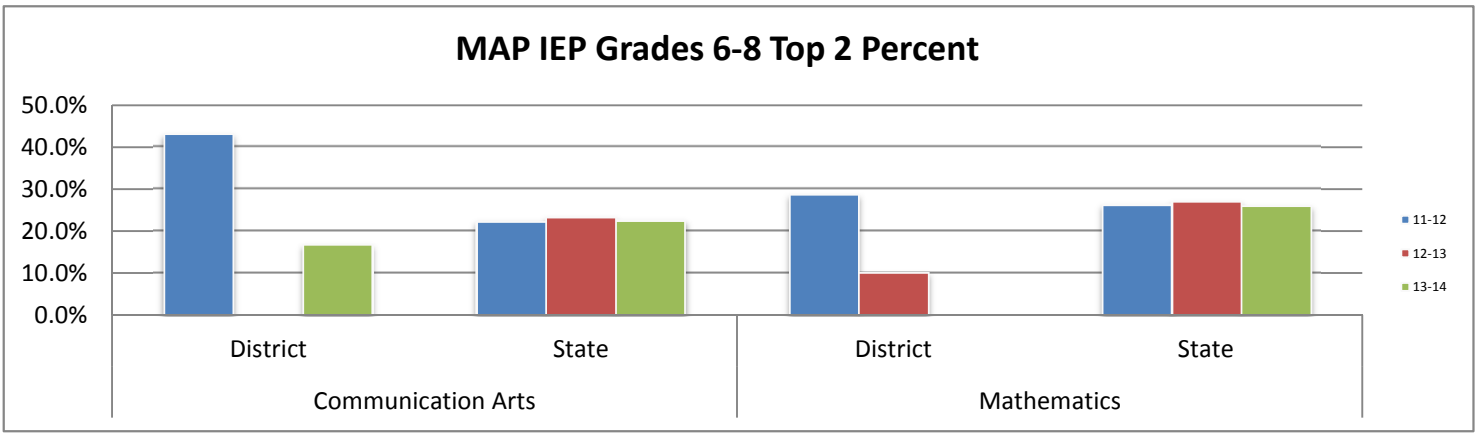
The following table indicates statewide assessment results for students with disabilities

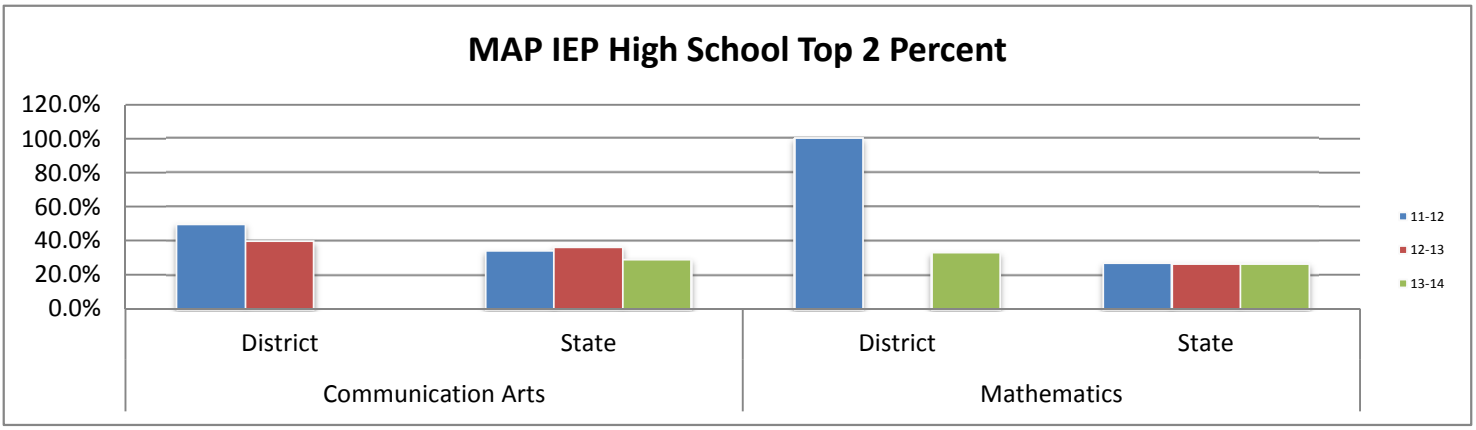
Grade	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two
2013-14 - IEP MAP and MAP-A												
	Communication Arts						**Mathematics**					
3	0	0	0	NA	NA	28.0%	0	0	0	NA	NA	32.7%
4	2	2	0	100.0%	0.0%	29.4%	2	2	0	100.0%	0.0%	31.6%
5	3	3	0	100.0%	0.0%	26.7%	3	3	0	100.0%	0.0%	29.3%
6	0	0	0	NA	NA	22.6%	0	0	0	NA	NA	28.2%
7	4	4	1	100.0%	25.0%	22.1%	4	4	0	100.0%	0.0%	28.1%
8	2	2	0	100.0%	0.0%	22.4%	2	2	0	100.0%	0.0%	20.8%
HS	1	1	0	100.0%	0.0%	29.3%	4	3	1	75.0%	33.3%	26.8%
3-5	5	5	0	100.0%	0.0%	28.0%	5	5	0	100.0%	0.0%	31.2%
6-8	6	6	1	100.0%	16.7%	22.4%	6	6	0	100.0%	0.0%	25.9%
All	12	12	1	100.0%	8.3%	25.8%	15	14	1	93.3%	7.1%	28.4%
2012-13 - IEP MAP and MAP-A												
	Communication Arts						**Mathematics**					
3	3	3	0	100.0%	0.0%	28.1%	3	3	0	100.0%	0.0%	35.6%
4	3	3	0	100.0%	0.0%	29.5%	3	3	0	100.0%	0.0%	32.2%
5	0	0	0	NA	NA	28.1%	0	0	0	NA	NA	31.7%
6	4	4	0	100.0%	0.0%	23.4%	4	4	0	100.0%	0.0%	28.6%
7	2	2	0	100.0%	0.0%	24.0%	2	2	0	100.0%	0.0%	29.7%
8	4	4	0	100.0%	0.0%	21.9%	4	4	1	100.0%	25.0%	22.1%
HS	5	5	2	100.0%	40.0%	36.8%	4	4	0	100.0%	0.0%	26.9%
3-5	6	6	0	100.0%	0.0%	28.6%	6	6	0	100.0%	0.0%	33.2%
6-8	10	10	0	100.0%	0.0%	23.2%	10	10	1	100.0%	10.0%	26.9%
All	21	21	2	100.0%	9.5%	27.3%	20	20	1	100.0%	5.0%	29.7%
2011-12 - IEP MAP and MAP-A												
	Communication Arts						**Mathematics**					
3	3	3	0	100.0%	0.0%	28.5%	3	3	0	100.0%	0.0%	34.5%
4	1	1	0	100.0%	0.0%	30.8%	1	1	1	100.0%	100.0%	33.6%
5	4	4	0	100.0%	0.0%	28.0%	4	4	1	100.0%	25.0%	31.6%
6	1	1	1	100.0%	100.0%	23.6%	1	1	1	100.0%	100.0%	30.5%
7	4	4	0	100.0%	0.0%	21.7%	4	4	0	100.0%	0.0%	25.4%
8	2	2	2	100.0%	100.0%	21.1%	2	2	1	100.0%	50.0%	22.3%
HS	2	2	1	100.0%	50.0%	34.3%	1	1	1	100.0%	100.0%	27.2%
3-5	8	8	0	100.0%	0.0%	29.1%	8	8	2	100.0%	25.0%	33.2%
6-8	7	7	3	100.0%	42.9%	22.2%	7	7	2	100.0%	28.6%	26.2%
All	17	17	4	100.0%	23.5%	26.9%	16	16	5	100.0%	31.3%	29.5%

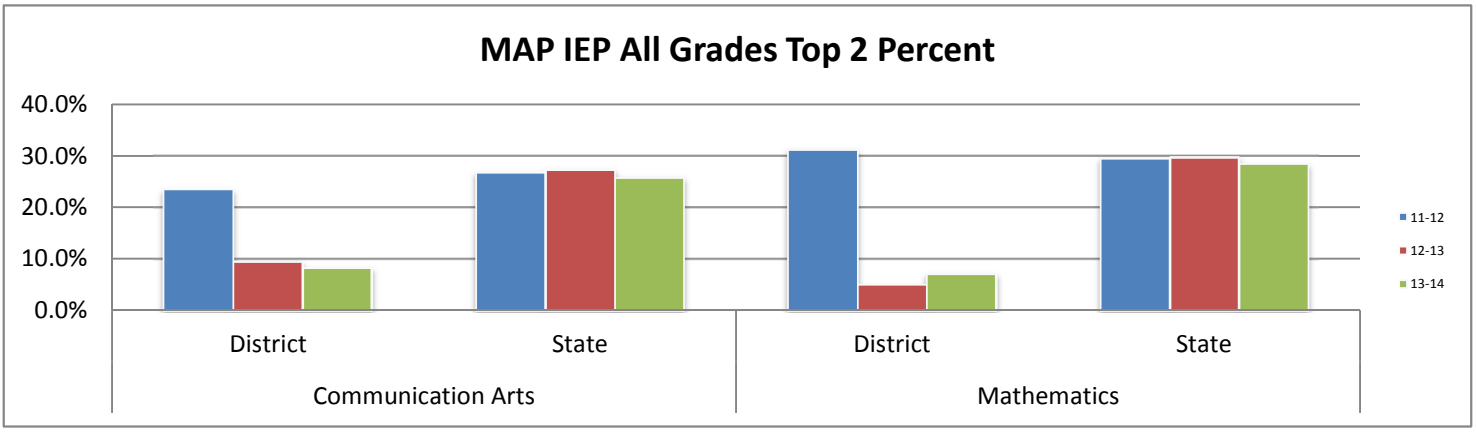
Source: MAP Assessment - includes MAP and MAP-A results
Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced
Participation Rate (Part Rate) = Reportable / Accountable
Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable
HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Student Assessment Data - (Table C)









HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data - (Tables D, E, and F)

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	2009-10	2010-11	2011-12	2012-13	2013-14
Number evaluated	NA	NA	10	NA	NA
Number within acceptable timelines	NA	NA	10	NA	NA
Percent within acceptable timelines	NA	NA	100.00%	NA	NA
State % within acceptable timelines	96.76%	97.75%	97.85%	97.42%	98.97%

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

Parent Survey Data (SPP 8) (Table E)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2009-10	2010-11	2011-12	2012-13	2013-14
Total Responses	12	NA	1	NA	NA
Number Agree/Strongly Agree	5	NA	0	NA	NA
% Agree/Strongly Agree	41.67%	NA	0.00%	NA	NA
State % Agree/Strongly Agree	69.25%	71.39%	77.76%	77.55%	74.52%

Source: MSIP Parent Advance Questionnaire (through 2010-11) and/or special education parent survey
Note: Data collected from districts in conjunction with their monitoring review

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

School Year 2013-2014	Students with Disabilities			Non Disabled Students			District	State
	District		State	District		State		
	Number	Rate per 100 students	Rate per 100 students	Number	Rate per 100 students	Rate per 100 students	Ratio of IEP : NonIEP rate	Ratio of IEP : NonIEP rate
Student Counts								
OSS - All	2	5.41	9.3	2	0.83	4.7	6.54	1.97
OSS > 10 Days	0	0.00	1.6	0	0.00	0.8	NA	2.10
ISS - All	1	2.70	12.7	15	6.20	8.4	0.44	1.52
ISS > 10 Days	0	0.00	1.2	0	0.00	0.6	NA	2.09
Total OSS and ISS	3	8.1	22.0	17	7.02	13.1	1.15	1.68
Incident Counts								
OSS - All	2	5.41	18.2	2	0.83	8.1	6.54	2.26
OSS > 10 Days	0	0.00	1.7	0	0.00	0.8	NA	2.09
American Indian	0	0.00	0.7	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group			NA	0.82
Asian	0	0.00	0.4				NA	0.49
Black	0	0.00	5.2				NA	6.40
Hispanic	0	0.00	1.0				NA	1.18
Multi Racial	0	0.00	1.9				NA	2.34
Pacific Islander	0	0.00	0.8				NA	0.94
White	0	0.00	0.9				NA	1.07
ISS - All	1	2.70	31.4	16	6.61	18.4	0.41	1.71
ISS > 10 Days	0	0.00	1.3	0	0.00	0.6	NA	2.11
Total OSS and ISS	3	8.11	49.6	18	7.44	26.5	1.09	1.88

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
ISS All = Any incident resulting in an in-school suspension
ISS > 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

Secondary Transition Data - (Table G)

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2) (G1)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP1)	2011-12	2012-13	2013-14	State 2013-14
Total Number of IEP Students Graduated	1	3	2	6,420

Totals exclude students reported with a spedexit reason of 01-Return to regular ed and 17-Parent withdrew

Graduation Cohort data / rates	4yr Rate		5yr Rate		6yr Rate		7yr Rate	
	District	State	District	State	District	State	District	State
2014 Cohort	2014		2015		2016		2017	
Total Cohort Graduates	3	5,789						
Total Cohort	4	7,376						
Graduation Rate	75.00%	78.48%	NA	NA	NA	NA	NA	NA
2013 Cohort	2013		2014		2015		2016	
Total Cohort Graduates	2	5,841	2	6,236				
Total Cohort	2	7,660	2	7,628				
Graduation Rate	100.00%	76.25%	100.00%	81.75%	NA	NA	NA	NA
2012 Cohort	2012		2013		2014		2015	
Total Cohort Graduates	1	5,901	1	6,372	1	6,556		
Total Cohort	1	8,083	2	7,985	2	8,064		
Graduation Rate	100.00%	73.01%	50.00%	79.80%	50.00%	81.30%	NA	NA
2011 Cohort	2011		2012		2013		2014	
Total Cohort Graduates	2	6,816	2	7,342	2	7,548	2	7,704
Total Cohort	3	9,930	3	9,802	3	9,734	3	9,674
Graduation Rate	66.67%	68.64%	66.67%	74.90%	66.67%	77.54%	66.67%	79.64%

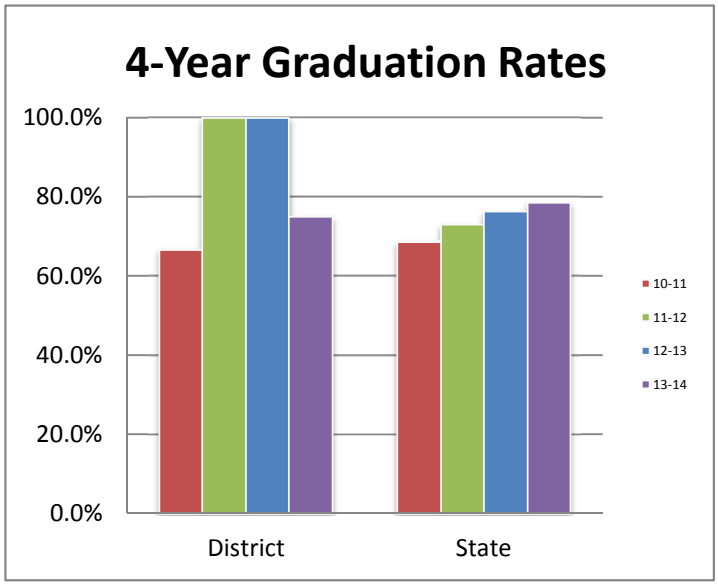
Graduation rate = Number of IEP Graduates in cohort / Total number of IEP students in cohort x 100

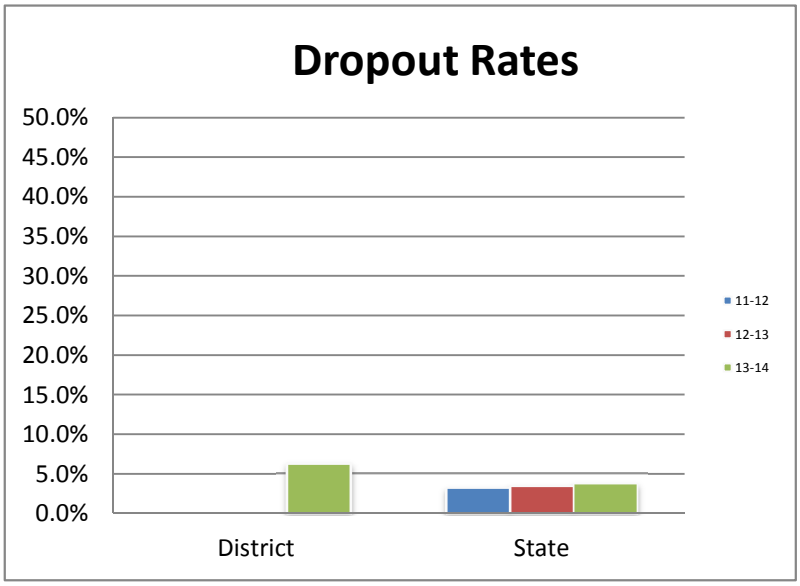
Dropout data (SPP 2) (grades 9-12)	2011-12	2012-13	2013-14	State 2013-14
Total students with disabilities grades 9-12	10	12	16	39,217
Number of students with disabilities who dropout	0	0	1	1,475
Dropout rate for students with disabilities	0.00%	0.00%	6.25%	3.76%

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.





Secondary Transition Data - (Table G)

Secondary Transition Plans (SPP 13) (G2)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2009-10	2010-11	2011-12	2012-13	2013-14
Total Reviewed	NA	NA	2	NA	NA
Number Met	NA	NA	2	NA	NA
Percent Met	NA	NA	100.00%	NA	NA
State	91.31%	79.96%	82.35%	87.53%	88.63%

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

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14) (G3)

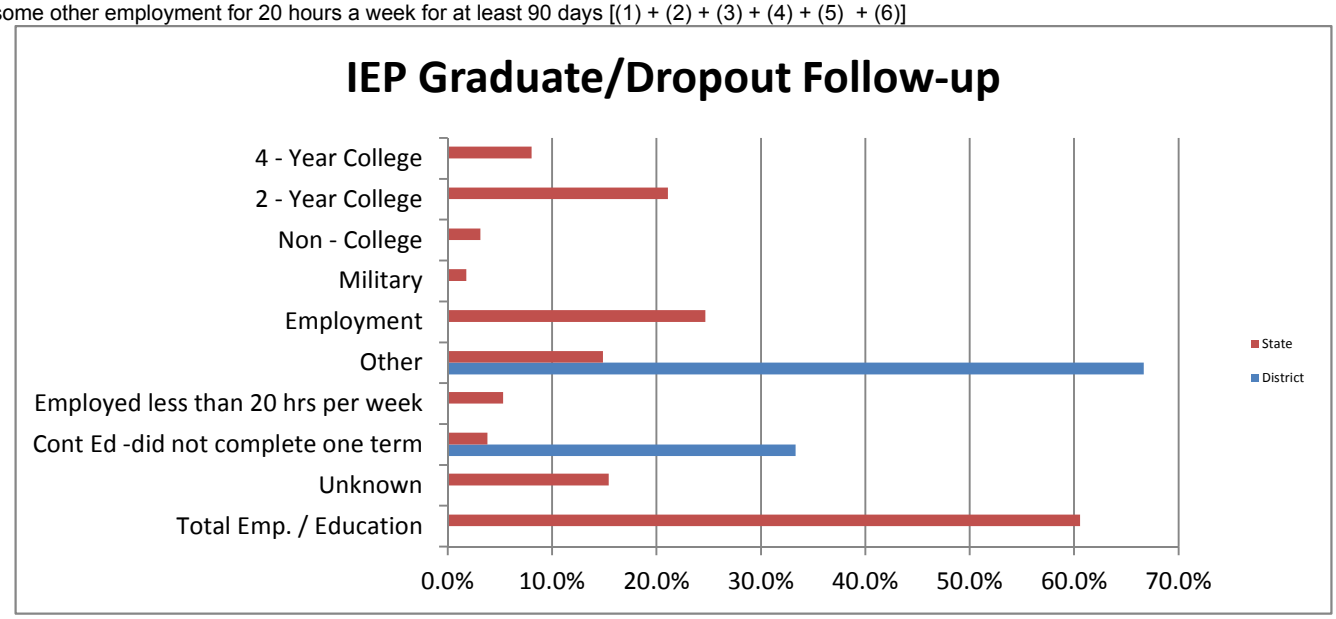
Districts are required to follow-up for special education graduates and dropouts from the previous year. The following

Follow-up reported during the 2013-2014 School Year		12-13 Graduates		12-13 Dropouts		Total		State
		#	%	#	%	#	%	%
(1) 2 YR College	*completed at least one term*	0	0.0%	0	NA	0	0.0%	21.1%
(2) 4 YR College		0	0.0%	0	NA	0	0.0%	8.0%
(3) Non College		0	0.0%	0	NA	0	0.0%	3.1%
(4) Employed (Competitively)	*at least 20 hrs per week for 90 days*	0	0.0%	0	NA	0	0.0%	24.7%
(5) Employed (Not Competitively)		0	0.0%	0	NA	0	0.0%	1.8%
(6) Military		0	0.0%	0	NA	0	0.0%	1.8%
(7) Other		2	66.7%	0	NA	2	66.7%	14.9%
(8) Continuing Education - did not complete one term		1	33.3%	0	NA	1	33.3%	3.8%
(9) Employed - less 20 hrs per week or 90 days		0	0.0%	0	NA	0	0.0%	5.3%
(10) Unknown		0	0.0%	0	NA	0	0.0%	15.4%
(11) *Not Available*		*0*		*0*		*0*		
Total (excludes Not Available)		3	100.0%	0	NA	3	100.0%	100.0%
A. Enrolled in higher education*		0	0.0%	0	NA	0	0.0%	29.1%
B. Enrolled in higher education or competitively employed*		0	0.0%	0	NA	0	0.0%	55.6%
C. Total Employed / continuing Education*		0	0.0%	0	NA	0	0.0%	60.6%

Source: District reported data via MOSIS February Follow-up

***Summary Calculations**

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education at least 1 complete term or competitively employed 20 hrs a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]