



2021-22 Special Education Profile

Select Year

2020-21

2021-22

Early Childhood Special Education
Child Count

75

K-12 Special Education
Child Count

819

K-12 Special Education
Incidence Rate

17.8%

ST. CHARLES R-VI (092090)

The Special Education State Performance Plan/Annual Performance Report (SPP/APR) is a set of results and compliance indicators required by the Individuals with Disabilities Education Act. The following graphs compare the performance of a district/charter for each indicator (colored bars) to state targets (vertical black line) and indicate whether the district/charter met or did not meet the state target. To meet the target, district/charter performance must be greater than or equal to the target unless otherwise specified.

"Suppressed" indicates that suppression has been applied to protect small student populations < 5.

Early Childhood Special Education

SPP 6: ECSE educational environments

SPP 6A: Regular early childhood program	SPP 6B: Special education programs	SPP 6C: Home
Met <div><div></div></div> 32.0% 35.0%	Not Met <div><div></div></div> 56.7% 48.0%	Suppressed * <div><div></div></div> 5.0%
	Target is less than or equal to	Target is less than or equal to

SPP 7: Early childhood outcomes

The percent of ECSE children who demonstrate improvement in three different areas. Improvement is measured by two summary statements. Summary Statement 1 (SS1) is the percent of children who entered ECSE below age expectations and exited the program with substantially increased rate of growth. Summary Statement 2 (SS2) is the percent of ECSE children who exited the program functioning at age expectations.

SPP 7A-SS1: Positive social emotional skills	SPP 7B-SS1: Acquisition of knowledge and skills	SPP 7C-SS1: Use of appropriate behaviors
Met <div><div></div></div> 100.0% 88.0%	Met <div><div></div></div> 100.0% 95.5%	Met <div><div></div></div> 100.0% 93.5%
SPP 7A-SS2: Positive social emotional skills	SPP 7B-SS2: Acquisition of knowledge and skills	SPP 7C-SS2: Use of appropriate behaviors
Not Met <div><div></div></div> 22.0% 32.0%	Not Met <div><div></div></div> 17.1% 29.0%	Not Met <div><div></div></div> 24.4% 29.0%

SPP 12: Part C to B transition

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Met <div><div></div></div> 100.0% 100.0%

Child Count and Educational Environments

SPP 5: School-aged educational environments

SPP 5A: Inside regular class > 79%	SPP 5B: Inside regular class < 40%	SPP 5C: Separate placements
Not Met <div><div></div></div> 46.6% 57.6%	Not Met <div><div></div></div> 10.0% 6.4%	Met <div><div></div></div> 1.3% 3.6%
	Target is less than or equal to	Target is less than or equal to

SPP 9: Disproportionate representation in special education

The percent of districts/charters with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. **The state target for the percent of districts is 0%.**

Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification?

SPP 9: Disproportionate representation in special education

NO

SPP 10: Disproportionate representation in specific disability categories

The percent of districts/charters with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. **The state target for the percent of districts is 0%.**

Was district identified as having disproportionality of racial/ethnic groups in specific disability categories that is the result of inappropriate identification?

SPP 10: Disproportionate representation in specific disability categories

NO

State Assessment Data for IEP Students

SPP 3: Assessment

Select for more information

Evaluation

SPP 11: Initial evaluation timelines

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Not Met <div><div></div></div> 99.3% 100.0%

Parent Involvement

SPP 8: Parent involvement

SPP 8: Parent involvement
Not Met <div><div></div></div> 68.5% 73.0%

Suspension and Expulsion

SPP 4: Rates of suspension and expulsion

4A: Percent of districts/charters that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. **The state target for the percent of districts is 6.10%.**

Was district identified as having significant discrepancies in suspension/expulsion rates?

SPP 4A: Significant discrepancies in suspension/expulsion

NO

4B: Percent of districts/charters that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. **The state target for the percent of districts is 0%.**

Was district identified as having significant discrepancies in suspension/expulsion rates by race/ethnicity?

SPP 4B: Significant discrepancies in suspension/expulsion rates by race/ethnicity

NO

Secondary Transition

SPP 1: IEP graduates as a percent of exiters

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Not Met <div><div></div></div> 66.7% 84.0%

The required calculation for this indicator is the number of students who graduated divided by the number of all students ages 14 to 21 who left the district/charter. This calculation cannot be compared to "graduation rates" reported elsewhere on DESE's website.

SPP 2: IEP dropouts as a percent of exiters

SPP 2: IEP dropouts as a percent of exiters
Not Met <div><div></div></div> 13.7% 18.8%
Target is less than or equal to

The required calculation for this indicator is the number of students who dropped out divided by the number of all students ages 14 to 21 who left the district/charter. This calculation cannot be compared to "dropout rates" reported elsewhere on DESE's website.

SPP 13: Secondary transition planning

SPP 13: Secondary transition planning
Suppressed * <div><div></div></div> 100.0%

SPP 14: Post-school outcomes

SPP 14A: Higher education	SPP 14B: Higher education or competitive employment	SPP 14C: Continuing education or employment
Met <div><div></div></div> 28.1% 23.4%	Met <div><div></div></div> 64.1% 55.4%	Met <div><div></div></div> 64.1% 60.4%