Results Indicator 1: Graduation

Data Source: MSIS Legacy

Calculation: The percentage of students with IEPs who graduated with a traditional high school diploma or a State defined alternate diploma is calculated by using the number of students with IEPs (ages 14-21) who exited with a regular high school diploma and the number of students that exited with a State defined alternate diploma in the numerator and the number of all students with IEPs who exited high school (ages 14-21) in the denominator. The numerator includes the following exiting categories: (a) C1 – graduated with regular, advanced, international Baccalaureate, or other type of diploma. The denominator, includes the following exiting categories: (a) C1-graduated with regular, advanced, international Baccalaureate, or other type of diploma; (b) C2 - completed school with other credentials; (c) D2 – discontinued schooling; and (d) D11 – reached maximum age of services

Indicator Data:

Indicator 1: Percentage of students with IEPs (ages 14-21) who graduated with a traditional high school diploma, or a State defined alternate diploma.					
FY 2023 State Target	FY2023 State Performance	FY 2022 District Performance	FY2023 District Performance	Year to Year Change	District Tertile Range
66%	71.16%	86.67%	76.47%	-10.20%	1

	Indicator 1 Scoring Maximum Available Points – 2	Points Earned
2	Met or exceeded State Target **or** Scored within the Tier 1 Tertile Rang	2
1	Did not meet or exceed State Target but scored within the Tier 2 Tertile Range	N/A
1	Had an increase of >/= 3%	N/A
0	Did not meet or exceed State Target **and** did not show growth of >/= 3% **and** Scored in the Tier 3 Tertile Range	N/A
	Indicator 1 Total Points Earned	2

Results Indicator 3A: Assessment Participation

Data Source: MSIS Legacy

Calculation: The participation rate for the percentage of children with IEPs participating in an assessment is calculated by (the number of children with IEPs participating in an assessment) divided by (the total number of children with IEPs enrolled during the testing window). Calculated separately for reading and math and for grades 4, 8 and high school

Indicator Data:

Indicator 3A ELA:					
Grade	FY2024 State Target	FY2024 State Performance	FY2023 District Performance	FY2024 District Performance	Year to Year Change
Grade 4	97.00%	97.93%	96.55%	100.00%	03.45%
Grade 8	97.00%	95.66%	100.00%	100.00%	00.00%
Grade HS	97.00%	98.26%	100.00%	100.00%	00.00%
Indicator 3A Math:					
Grade 4	97.00%	97.88%	96.55%	100.00%	03.45%
Grade 8	97.00%	95.44%	100.00%	100.00%	00.00%
Grade HS	97.00%	97.61%	100.00%	100.00%	00.00%

	Indicator 3A ELA Scoring Maximum Available Points – 3	**Points Earned**
1	Met or exceeded State Target or demonstrated growth of >/= 3% participation in Grade 4	1
1	Met or exceeded State Target or demonstrated growth of >/= 3% participation in Grade 8	1
1	Met or exceeded State Target or demonstrated growth of >/= 3% participation in Grade HS	1
0	Did not meet or exceed State Target and did not demonstrate growth of >/= 3% participation in Grade 4	N/A
0	Did not meet or exceed State Target and did not demonstrate growth of >/= 3% participation in Grade 8	N/A
0	Did not meet or exceed State Target and did not demonstrate growth of >/= 3% participation in Grade HS	N/A
	Indicator 3A Math Scoring Maximum Available Points – 3	**Points Earned**
1	Met or exceeded State Target or demonstrated growth of >/= 3% participation in Grade 4	1
1	Met or exceeded State Target or demonstrated growth of >/= 3% participation in Grade 8	1
1	Met or exceeded State Target or demonstrated growth of >/= 3% participation in Grade HS	1
0	Did not meet or exceed State Target and did not demonstrate growth of >/= 3% participation in Grade 4	N/A
0	Did not meet or exceed State Target and did not demonstrate growth of >/= 3% participation in Grade 8	N/A
0	Did not meet or exceed State Target and did not demonstrate growth of >/= 3% participation in Grade HS	N/A
	Indicator 3A ELA and Math Total Points Earned	6

Results Indicator 5A: Least Restrictive Environment

Data Source: MSIS Legacy

Calculation: The percentage of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day is calculated by (the number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by (the total number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21) times 100. The numerator includes children with IEPs that have the following educational environment code: (a) SA. The denominator includes children with IEPs with the educational environment code: (a) SB; (b) SC; (c) SD; (d) SF; (e) SH; and (f) SI.

Notes: Five-year-old children with disabilities who are enrolled in kindergarten are included in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Indicator Data:

Indicator 5A: Percentage of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.					
FY2024 State Target	FY2024 State Performance	FY2023 District Performance	FY2024 District Performance	Year to Year Change	District Tertile Range
82.00%	78.99%	90.34%	89.36%	-00.98%	1

Indicator 5A Scoring Maximum Available Points - 2		Points Earned
2	Met or exceeded State Target **or** Scored within the Tier 1 Tertile Range	2
1	Did not meet or exceed State Target but scored within the Tier 2 Tertile Range	N/A
1	Had an increase of >/= 3%	N/A
0	Did not meet or exceed State Target; Did not show growth of >/= 3%; Scored in the Tier 3 Tertile Range	N/A
	Indicator 5A Total Points Earned	2

Results Indicator 6A: Least Restrictive Environment

Data Source: MSIS Legacy

Calculation: The percentage of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program is calculated by (the number of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by (the total number of children with IEPs aged 3, 4 and 5) times 100. The numerator includes children with IEPs aged 3, 4, and 5 that have the following educational environment code: (a) PL, (b) PJ; (c) PK; and (d) PI. The denominator includes children with IEPs aged 3, 4, and 5 with the educational environment code: (a) PL, (b) PJ; (c) PK; and (d) PI; (e) PG; (f) PF; (g) PE; (h) PC; and (i) PH.

Notes: Five-year-old children with IEPs who are enrolled in preschools are included in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

Indicator Data:

Indicator 6A: Percentage of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.					
FY2024 State Target	FY2024 State Performance	FY2023 District Performance	FY2024 District Performance	Year to Year Change	District Tertile Range
63.00%	41.46%	41.18%	20.00%	-21.18%	3

	Indicator 6A Scoring Maximum Available Points - 2	**Points Earned**
2	Met or exceeded State Target **or** Scored within the Tier 1 Tertile Range	0
1	Did not meet or exceed State Target but scored within the Tier 2 Tertile Range	0
1	Had an increase of >/= 3%	0
0	Did not meet or exceed State Target; Did not show growth of >/= 3%; Scored in the Tier 3 Tertile Range	0
	Indicator 6A Total Points Earned	0

Results Indicator 8: Parent Involvement

Data Source: Annual Parent Survey

Calculation: The percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities is calculated by the number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by (the total number of respondent parents of children with disabilities) times 100.

Indicator Data:

Indicator 8: The percentage of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities					
FY2024 State Target	FY2024 State Performance	FY2023 District Performance	FY2024 District Performance	Year to Year Change	District Tertile Range
97.00%	95.40%	97.56%	92.59%	-04.97%	3

	Indicator 8: Scoring Maximum Available Points - 2	Points Earned
2	Met or exceeded State Target **or** Scored within the Tier 1 Tertile Range	0
1	Did not meet or exceed State Target **but** scored within the Tier 2 Tertile Range	0
1	Had an increase of >/= 3%	0
0	Did not meet or exceed State Target; Did not show growth of >/= 3%; Scored in the Tier 3 Tertile Range	0
	Indicator 8 Total Points Earned	0

Results Annual Parent Survey Participation

Data Source: Annual Parent Survey

Calculation: The percentage of parents with a child receiving special education services who participated in the annual parent survey is calculated by (the number of respondent parents) divided by (the total number of children included in the LEA's December 1 Child Count) 100 times.

Annual Parent Survey Participation Data

The percentage of parents with a child receiving special education services who participated in the annual parent survey.		
FY2023 District Participation Rate	FY2024 District Participation Rate	Year to Year Change
30.75%	20.98%	-09.77%

	Parent Survey Participation Scoring: Maximum Points Available - 1	Points Earned
1	Met or exceeded a participation rate of 75%	0
1	Had an increase in participation of >/= 5%	0
0	Did not meet or exceed a participation rate of 75%; Did not show growth of >/= 5%	0
	Participation Data Total Points Earned	0

Results Indicator 14C: Post Secondary

Data Source: MSIS Legacy

Calculation: The percent of students enrolled in higher education, or in some other postsecondary education or training program: or competitively employed or in some other employment is calculated by the number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment, divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school times 100.

Indicator Data:

Indicator 14C: The percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.					
FY2024 State Target	FY2024 State Performance	FY2023 District Performance	FY2024 District Performance	Year to Year Change	District Tertile Range
75.00%	76.94%	92.86%	100.00%	07.14%	1

	Indicator 14C: Scoring Maximum Available Points - 2	Points Earned
2	Met or exceeded State Target **or** Scored within the Tier 1 Tertile Range	2
1	Did not meet or exceed State Target **but** scored within the Tier 2 Tertile Range	N/A
1	Had an increase of >/= 3%	N/A
0	Did not meet or exceed State Target; Did not show growth of >/= 3%; Scored in the Tier 3 Tertile Range	N/A
	Indicator 14 Total Points Earned	2

Results Postsecondary Participation

Data Source: MSIS Legacy

Calculation: The percentage of students that responded to the Postsecondary survey is calculated by (the number of respondent students) divided by (the total number of students that are no longer in secondary school and had IEPs in effect at the time they left school times 100.

Annual Postsecondary Participation Data

The percentage of students that responded to the postsecondary survey.		
FY2023 District Participation Rate	FY2024 District Participation Rate	Year to Year Growth
100.00%	92.86%	-7.14%

	Parent Survey Participation Scoring: Maximum Points Available - 1	Points Earned
1	Met or exceeded a participation rate of 75%	1
1	Had an increase in participation of >/= 5%	N/A
0	Did not meet or exceed a participation rate of 75%; Did not show growth of >/= 5%	N/A
	Participation Data Total Points Earned	1

Compliance Indicators (4B, 9, 10, 11, 12, & 13)

Data Source: MSIS Legacy

Indicator Data:

Indicator 4B: District has a significant discrepancy by race or ethnicity in the rate of suspensions/expulsions greater than 10 days for children with IEPs.				
Target	**District Performance**	**Target Met**	**Available Points**	**Points Earned**
0.00%	00.00%	YES	2	2
Indicator 9: District has a disproportionate representation by racial/ethnic group of children with IEPs.				
Target	**District Performance**	**Target Met**	**Available Points**	**Points Earned**
0.00%	00.00%	YES	2	2
Indicator 10: District has a disproportionate representation in specific disability categories for children with IEPs.				
Target	**District Performance**	**Target Met**	**Available Points**	**Points Earned**
0.00%	00.00%	YES	2	2
Indicator 11: Percentage of children within the district who were evaluated within sixty (60) days of receiving parental consent for initial evaluation.				
Target	**District Performance**	**Target Met**	**Available Points**	**Points Earned**
100.00%	100.00%	YES	2	2
Indicator 12: Percentage of children within the district referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.				
Target	**District Performance**	**Target Met**	**Available Points**	**Points Earned**
100.00%	100.00%	YES	2	2
Indicator 13: Percent of youth with IEPs aged fourteen (14) and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service(s) needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.				
Target	**District Performance**	**Target Met**	**Available Points**	**Points Earned**
Compliance Indicators Total Points Earned				10

NORTH PIKE SCHOOL DIST did not participate in FY24 Cyclical Monitoring

Additional Compliance Data

Data Source: MSIS Legacy, IMS Reports, Single Audits

Compliance Data:

Target	District Performance	Target Met	Available Points	Points Earned
Correction of Noncompliance: The District corrected all findings of noncompliance as soon as possible, but in no instance longer than one year from the date of the finding.				
100%	100.00%	YES	1	1
Valid and Reliable Data: The District submitted valid and reliable data to the State via MSIS 2.0 by December 1 deadline.				
100%	100.00%	YES	1	1
Single Audit Findings: The District has audit findings from the 20xx-20xx school year.				
100%	100.00%	YES	1	1
Additional Compliance Data Total Points Earned				3

Special Education Performance Determination Report Scoring Summary

Results Components	Available Points		Points Earned	
Indicator 1	2		2	
Indicator 3A ELA Grade 4	1		1	
Indicator 3A ELA Grade 8	1		1	
Indicator 3A ELA Grade HS	1		1	
Indicator 3A Math Grade 4	1		1	
Indicator 3A Math Grade 8	1		1	
Indicator 3A Math Grade HS	1		1	
Indicator 5A	2		2	
Indicator 6A	2		0	
Indicator 8	2		0	
Indicator 8 Participation	1		0	
Indicator 14	2		2	
Indicator 14 Participation	1		1	
	Total Available Points	18	Total Points Earned	13
	Percentage Earned		72.22%	

Compliance Components	Available Points		Points Earned	
Indicator 4B	2		2	
Indicator 9	2		2	
Indicator 10	2		2	
Indicator 11	2		2	
Indicator 12	2		2	
Indicator 13	NA		NA	
Correction of Noncompliance	1		1	
Valid and Reliable Data: December	1		1	
Single Audit Findings	1		1	
	Total Available Points	13	Total Points Earned	13
	Percentage Earned		100.00%	

Determination Level	Score Range
Meets Expectations	75% and Above
Needs Assistance	65% - 74%
Needs Intervention	64% - 50%
Needs Substantial Intervention	49% and Lower

Percentage of Results Points Earned	Percentage of Compliance Points Earned	Percentage of Points Earned Overall	NORTH PIKE SCHOOL DIST Special Education Performance Determination
72.22%	100.00%	83.87%	Meets Expectations