

Missouri Department of Elementary and Secondary Education Special Education District Profile

GUADALUPE CENTERS SCHOOLS (048-902)

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:

1. Provide information to the public about the performance of districts on the SPP Indicators
2. 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 target for each 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 Special Education - Data Coordination at 573-751-7848
speddata@dese.mo.gov**

* - Indicates the number or percent has been suppressed due to cell size.

SPP Targets and District Status						
SPP Indicator				District Data 2018-19		Target 18-19
Early Childhood Special Education Data (Table A)						
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)				0.0%	Not Met	≥ 47.3%
ECSE children in special education separate class, school or residential setting (SPP 6B)				0.0%	Met	≤ 22.8%
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	= 100.0%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	NA	NA	≥ 93.9%	
		Summary Statement 2	NA	NA	≥ 48.2%	
	Acquisition and use of knowledge and skills:	Summary Statement 1	NA	NA	≥ 95.5%	
		Summary Statement 2	NA	NA	≥ 40.6%	
	Use of appropriate behaviors to meet needs:	Summary Statement 1	NA	NA	≥ 93.5%	
		Summary Statement 2	NA	NA	≥ 56.9%	
Child Count and Educational Environment Data (Table B)						
Percent of children with IEPs inside regular class 80% or more of the day (SPP 5A)				73.4%	Met	≥ 56.0%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)				7.3%	Met	≤ 10.2%
Percent of children with IEPs served in separate settings (SPP 5C)				1.8%	Met	≤ 3.7%
Does the LEA have disproportionate representation of racial/ethnic groups in special education and related services, or in specific disability categories, that is the result of inappropriate identification? (SPP 9/10)				No	NA	NA
Assessment Data (Table C)						
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, HS) (SPP 3B)				100.0%	Met	≥ 95.0%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3B)				98.5%	Met	≥ 95.0%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, HS) (SPP 3C)				13.6%	Not Met	≥ 20.0%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3C)				4.5%	Not Met	≥ 15.0%
Evaluation Data (Table D)						
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11) *				90.0%	Not Met	= 100.0%
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)				80.0%	Met	≥ 70.0%
Suspension/Expulsion Data (Table F)						
Does the LEA have significant discrepancies in the rate of suspension/expulsion of greater than 10 days for children with IEPs? (SPP 4A)				No	NA	NA
Does the LEA have significant discrepancies, by race or ethnicity, in the rate of suspension/expulsion of greater than 10 days for children with IEPs, that are the result of inappropriate policies/procedures/practices? (SPP 4B)				No	NA	NA
Secondary Transition Data (Table G)						
Graduation rate for students with disabilities (SPP 1)				72.7%	Not Met	≥ 74.5%
Dropout rate for students with disabilities (SPP 2)				2.3%	Met	≤ 4.8%
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) *				100.0%	Met	= 100.0%

* - Indicates the number or percent has been suppressed due to cell size.

Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	12.5%	Not Met	≥	24.4%
	enrolled in higher education or competitively employed	100.0%	Met	≥	46.9%
	total employed / continuing education	100.0%	Met	≥	51.3%

* Data are collected from districts in conjunction with their Monitoring review, so data is not available for all districts every year.

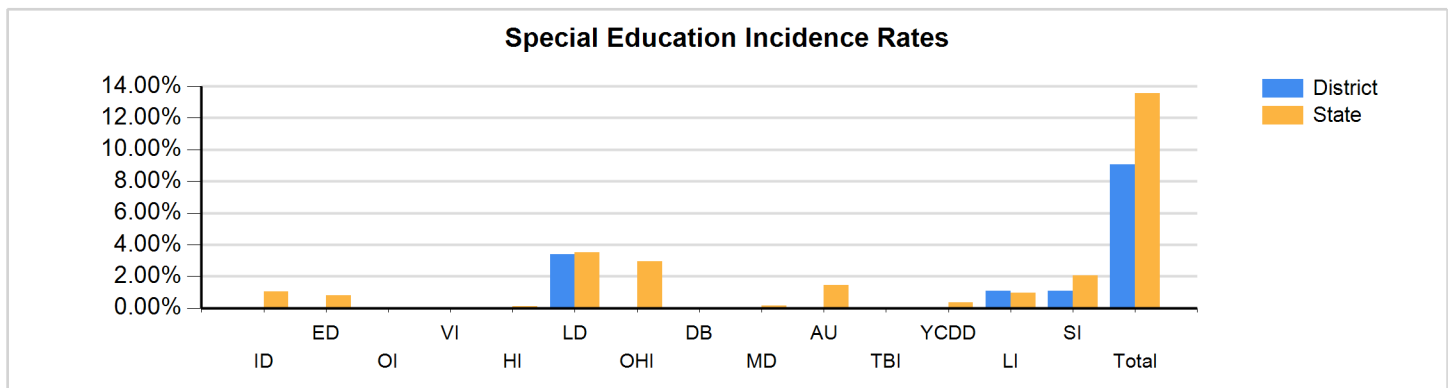
Child Count and Educational Environment Data - (Table B)

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 2018-19	State 2018-19
Intellectual Disability	*	*	*	1.05%
Emotional Disturbance	*	*	*	0.81%
Orthopedic Impairment	*	*	*	0.05%
Visual Impairment	*	*	*	0.05%
Hearing impairment	*	*	*	0.12%
Specific Learning Disability	41	*	3.41%	3.52%
Other Health Impairment	*	*	*	2.94%
Deaf/Blindness	*	*	*	0.00%
Multiple Disabilities	*	*	*	0.16%
Autism	*	*	*	1.44%
Traumatic Brain Injury	*	*	*	0.05%
Young Child w/ Developmental Delay	*	*	*	0.35%
Language Impairment	13	*	1.08%	0.98%
Speech Impairment	13	*	1.08%	2.04%
Total	109	*	9.06%	13.54%

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: 2018-19	Amer Indian %	Asian %	Black %	Hispanic %	Multi %	Pacificl %	White %	Total %
Total District Enrollment (K-12)	*	*	2.7%	92.5%	2.8%	*	1.6%	100.0%
Total IEP Child Count (5K-21)	*	*	*	84.4%	*	*	*	100.0%
Intellectual Disability	*	*	*	*	*	*	*	100.0%
Emotional Disturbance	*	*	*	*	*	*	*	100.0%
Specific Learning Disability	*	*	*	75.6%	*	*	*	100.0%
Other Health Impairment	*	*	*	*	*	*	*	100.0%
Autism	*	*	*	*	*	*	*	100.0%
Speech/Language Impairment	*	*	*	96.2%	*	*	*	100.0%

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

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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.

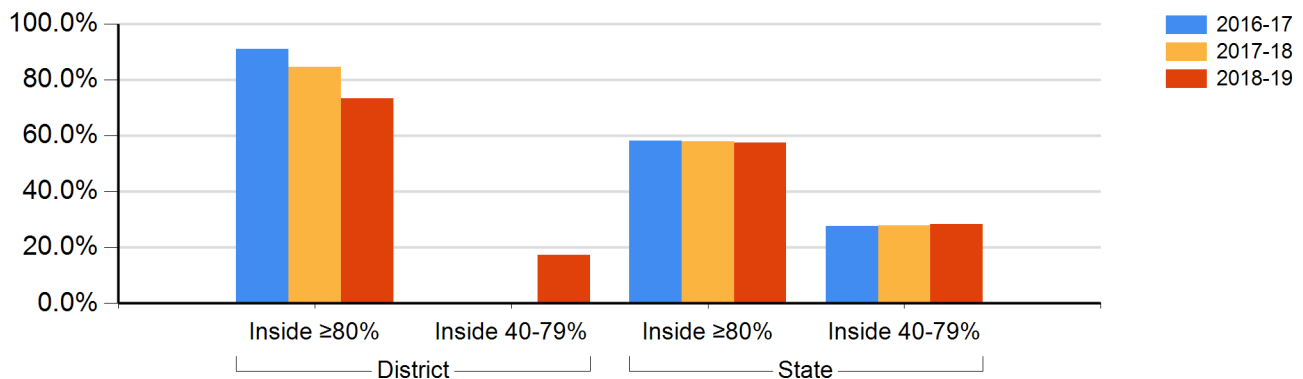
Placement Categories	2016-17		2017-18		2018-19		State 2018-19
	#	%	#	%	#	%	%
Inside Regular Class 80% or More (SPP 5A)	93	91.2%	100	84.7%	80	73.4%	57.5%
Inside Regular Class 40-79%	*	*	*	*	19	17.4%	28.4%
Inside Regular Class < 40% (SPP 5B)	*	*	*	*	*	*	8.4%
Private Separate (Day) School*	*	*	*	*	*	*	0.9%
Public Separate (Day) School*	*	*	*	*	*	*	1.3%
Homebound/Hospital*	*	*	*	*	*	*	0.6%
Private Residential Facility*	*	*	*	*	*	*	*
Correctional Facility	*	*	*	*	*	*	0.2%
Parentally Placed Private School	*	*	*	*	*	*	2.0%
State Operated Separate School^	*	*	*	*	*	*	0.8%
Total School Age	102	100.0%	118	100.0%	109	100.0%	100.0%
Total of Separate Placements* (SPP 5C)	*	*	*	*	*	*	3.6%

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

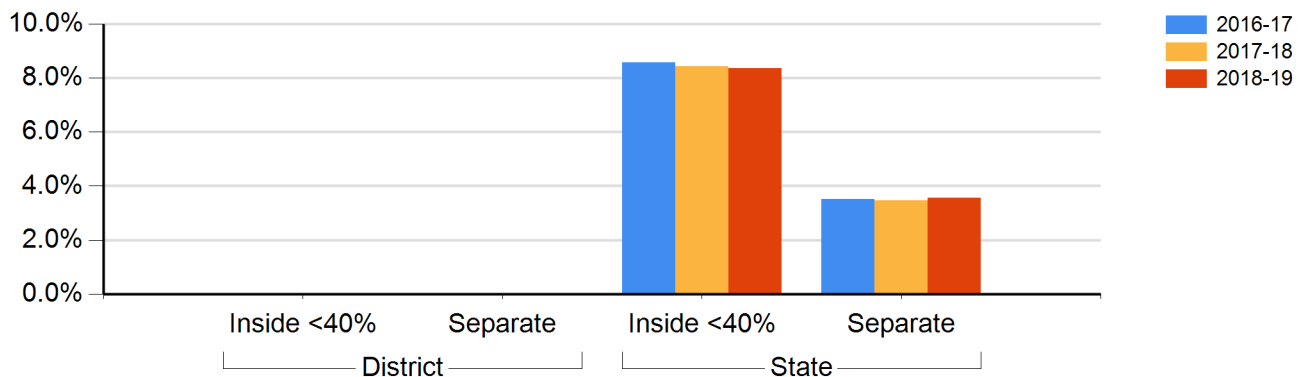
*"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated School

^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



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Evaluation and Parent Involvement Data - (Tables D and E)

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	2014-15	2015-16	2016-17	2017-18	2018-19
Number evaluated	NA	11	NA	NA	*
Number within acceptable timelines	NA	11	NA	NA	*
Percent within acceptable timelines	NA	100.0%	NA	NA	*
State % within acceptable timelines	98.0%	98.8%	99.5%	99.1%	99.0%

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	2014-15	2015-16	2016-17	2017-18	2018-19
Total Responses	NA	22	NA	NA	90
Number Agree/Strongly Agree	NA	18	NA	NA	72
% Agree/Strongly Agree	NA	81.8%	NA	NA	80.0%
State % Agree/Strongly Agree	73.6%	75.7%	72.7%	74.4%	75.6%

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

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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 graduated or dropped out from school.

Graduation data	2016-17	2017-18	2018-19	State 2018-19
Total Number of IEP Students Graduated	*	*	*	6,577

Graduation Cohort data / rates (SPP 1)	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	District	State	District	State	District	State	District	State
2019 Cohort	2019		2020		2021		2022	
Total Cohort Graduates	*	5,765						
Total Cohort	11	7,531						
Graduation Rate	*	76.6%	NA	NA	NA	NA	NA	NA
2018 Cohort	2018		2019		2020		2021	
Total Cohort Graduates	*	5,771	*	6,045				
Total Cohort	11	7,604	*	7,558				
Graduation Rate	*	75.9%	*	80.0%	NA	NA	NA	NA
2017 Cohort	2017		2018		2019		2020	
Total Cohort Graduates	*	5,471	*	5,747	*	5,834		
Total Cohort	12	7,424	11	7,313	11	7,288		
Graduation Rate	*	73.7%	*	78.6%	*	80.0%	NA	NA
2016 Cohort	2016		2017		2018		2019	
Total Cohort Graduates	*	5,796	*	6,064	*	6,150	*	6,177
Total Cohort	*	7,473	*	7,384	*	7,339	*	7,328
Graduation Rate	*	77.6%	*	82.1%	*	83.8%	*	84.3%

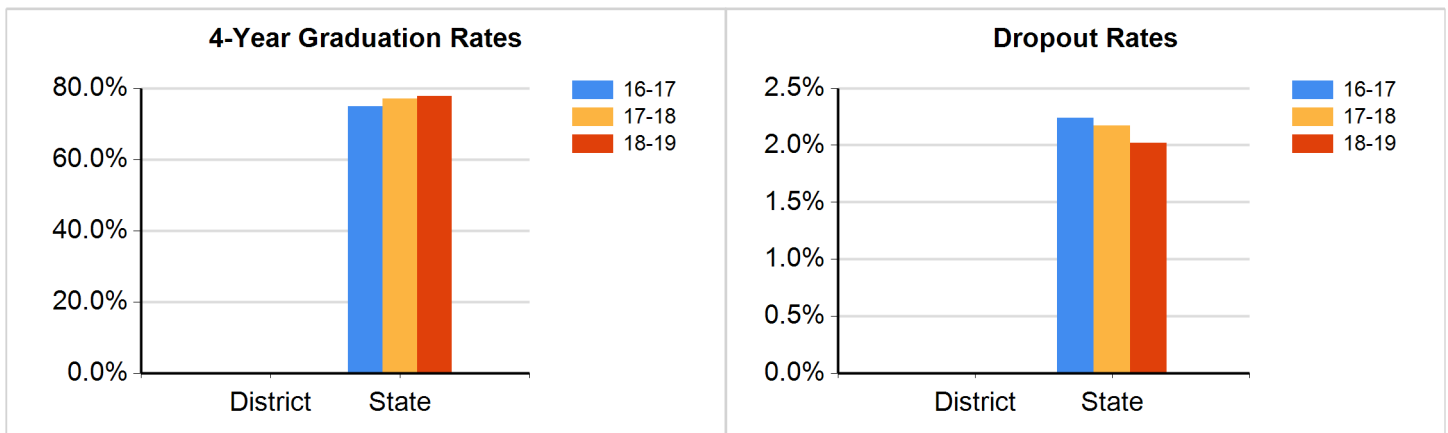
Graduation rate = Number of IEP Graduates in cohort / Total number of IEP students in cohort x 100

Dropout data (SPP 2) (grades 9-12)	2016-17	2017-18	2018-19	State 2018-19
Total students with disabilities grades 9-12	33	36	43	39,330
Number of students with disabilities who dropped out	*	*	*	794
Dropout rate for students with disabilities	*	*	*	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.



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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	2014-15	2015-16	2016-17	2017-18	2018-19
Total Reviewed	NA	*	NA	NA	*
Number Met	NA	*	NA	NA	*
Percent Met	NA	*	NA	NA	*
State	88.6%	88.3%	87.7%	94.4%	93.6%

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 table indicates the district-reported data.

<i>Follow-up reported during the 2018-2019 School Year</i>	17-18 Graduates		17-18 Dropouts		Total		State
	#	%	#	%	#	%	%
(1) 2 YR College (completed at least one term)	*	*	*	*	*	*	17.1%
(2) 4 YR College (completed at least one term)	*	*	*	*	*	*	8.2%
(3) Non College (completed at least one term)	*	*	*	*	*	*	3.3%
(4) Employed (Competitively) (at least 20 hrs per week for 90 days)	*	*	*	*	*	*	30.9%
(5) Employed (Non Competitively) (at least 20 hrs per week for 90 days)	*	*	*	*	*	*	1.4%
(6) Military	*	*	*	*	*	*	1.8%
(7) Other	*	*	*	*	*	*	12.7%
(8) Continuing Education - did not complete one term	*	*	*	*	*	*	5.6%
(9) Employed - less than 20 hrs per week or 90 days	*	*	*	*	*	*	7.5%
(10) Unknown	*	*	*	*	*	*	11.4%
(11) Not Available	*		*		*		
Total (excludes Not Available)	*	*	*	*	*	*	100.0%
A. Enrolled in higher education*	*	*	*	*	*	*	25.3%
B. Enrolled in higher education or competitively employed*	*	*	*	*	*	*	58.0%
C. Total Employed / Continuing Education*	*	*	*	*	*	*	62.7%

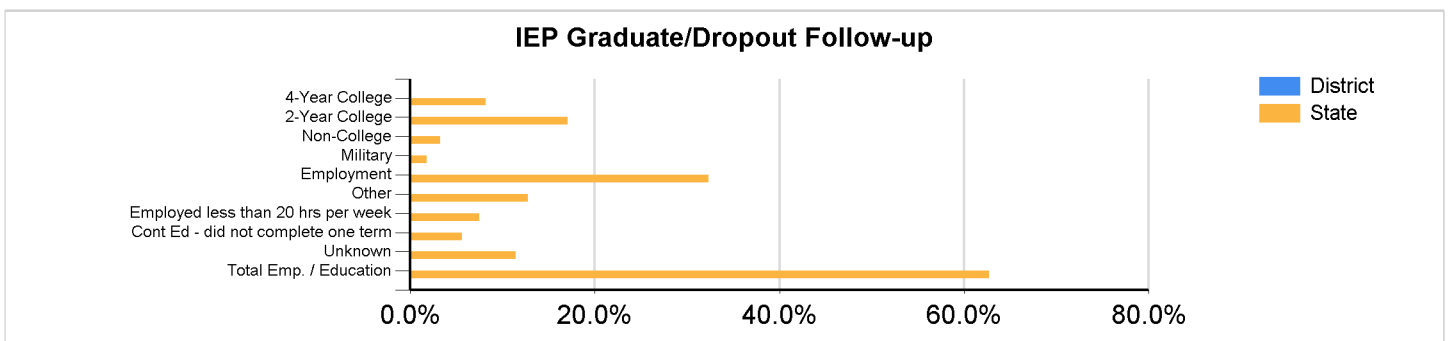
Source: District reported data via MOSIS February Follow-up

***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)]



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