



Special Education Department Performance and Compliance Overview

January 7, 2025

Pembroke Public Schools Special Education Department Philosophy and Mission

We believe in fostering an inclusive, equitable, and supportive educational environment where all students, regardless of ability, can be successful.

We believe every student deserves access to high-quality education that meets their unique needs.

We prioritize the strengths, interests, and needs of each student, empowering them to reach their fullest potential while fostering a sense of belonging within the Pembroke Public Schools community.

We are committed to ensuring that students with disabilities are educated alongside their peers to the greatest extent appropriate, recognizing the benefits of inclusive settings for fostering social, emotional, and academic growth.

Department Goals/Focus Areas SY 2024-2025

- Involve families as active participants in the IEP process (NEW IEP)
- Educate the broader school community on the value of inclusion and disability awareness (Expansion Unified Sports/Sensitivity Training)
- Expand training on another specialized reading program (LIPS)
- Support students in achieving post-secondary readiness, including vocational skills and independent living skills (Gr 7-12 and 18+)

Overview



- Federal and State Oversight
- DESE Produced District Level Data
- Pembroke Public Schools Internal Data

How often to we analyze data?

How do we use data to inform our decision making and programming?

What do we see as areas of strength and improvement?

Next Steps

Ensuring High Quality Education– Improving Outcomes for Students with Disabilities

Massachusetts State Performance Plan (MA SPP)

Annual Performance Reports (MA APR)

SPP/APRs help justify how the state is working to meet IDEA's requirements

SPP/APRs include:

- Performance Indicators (8 total): Measure child and family outcomes
- Compliance Indicators (9 total): Measure compliance with IDEA

Framing Questions	Indicators
How do schools meaningfully engage parents in the education of their children with disabilities?	<ul style="list-style-type: none"> Indicator 8: Parent Involvement
Are children and youth appropriately referred, evaluated, and determined eligible for special education in a timely manner?	<ul style="list-style-type: none"> Indicator 11: Child Find (Initial Evaluations) Indicator 12: Early Childhood Transition (Part C to B Transition)
What educational environments are children and youth with disabilities a part of, and do they have meaningful access to the general curriculum and the life of the school?	<ul style="list-style-type: none"> Indicator 5: Educational Environment (LRE Placement) Indicator 6: Preschool Environments (Early Childhood Settings)
What progress are young children with disabilities making as it relates to social-emotional and cognitive development, and what systems are in place to improve outcomes?	<ul style="list-style-type: none"> Indicator 7: Preschool Outcomes Indicator 17: State Systemic Improvement Plan (SSIP)
Are children and youth equitably referred, evaluated, and determined eligible without biases?	<ul style="list-style-type: none"> Indicator 9: Disproportionate Representation Indicator 10: Disproportionate Representation in Specific Disability Categories



<p>Are children and youth with disabilities receiving equitable behavioral support to minimize disciplinary action?</p> <p>Are the suspension and expulsion rates equitable for students with disabilities and for students with disabilities by race and ethnicity?</p>	<ul style="list-style-type: none"> Indicator 4: Suspension and Expulsion Significant Discrepancy
<p>In what ways are children and youth with disabilities participating in statewide assessments at rates that meet state targets?</p> <p>In what ways are children and youth with disabilities meeting grade level academic achievement standards?</p>	<ul style="list-style-type: none"> Indicator 3: Assessment
<p>What knowledge, skills, and experiences have youth with disabilities gained in order to complete postsecondary education or training, to access a job that matches their individual interests and skills, to earn a life-sustaining wage, and to be an active member of the community?</p>	<ul style="list-style-type: none"> Indicator 1: Graduation Indicator 2: Drop Out Indicator 13: Secondary Transition Indicator 14: Post-School Outcomes
<p>Does the state's dispute resolution system result in settlement and mediation agreements?</p>	<ul style="list-style-type: none"> Indicator 15: Resolution Session Agreement Indicator 16: Mediation Agreement



2023 Special Education Determination (Part B of IDEA)

Purpose:

To ensure federal requirements for special education under IDEA are being met

To improve outcomes for children with disabilities through accountability

Criteria for Determinations:

Performance and Compliance (data that most impacts outcomes for students with disabilities)

Criteria for Special Education Determination

Under the federal Individuals with Disabilities Education Act (IDEA), the Department must make annual determinations regarding LEA's specific needs for technical assistance or intervention in special education. Massachusetts does so based on four categories:

- **Meets Requirements (MR)**
- **Needs Assistance (NA)**
- **Needs Intervention (NI)**
- **Needs Substantial Intervention (NSI)**

Performance:

Annual Dropout rate for students with disabilities

5-Year Cohort Graduation rates for students with disabilities

Indicator 3

Indicators 5 & 6

Compliance:

Indicators 4B, 9, & 10

Indicators 11, 12, & 13

Identification of Non-Compliance # of Findings
(Public School Monitoring (PSM)/Problem Resolution
Systems (PRS)

Timely Submission/Verified Correction of
Non-Compliance

Pembroke Public Schools

2023 Special Education Determination – Meets Requirements(MR)

FAQs and Reference Guide

	Performance				Compliance			
	Annual Dropout Rate (2022)	5-Year Cohort Graduation Rate (2021) <i>Points x1.5</i>	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicator 3 (2023)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 5 & 6 (SY2022-2023) <i>Points x2</i>	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 4B, 9, & 10 (SY2021-2022)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 11, 12, & 13 (SY2022-2023)	Identification of Noncompliance # of Findings (PSM/PRS) (SY2022-2023)	Timely Submission/ Verified Correction of Noncompliance (SY2022-2023)
LEA Data	1.2%	64.5%	29	74.4%	No Status	Ind 11: --% Ind 12: --% Ind 13: --%	2.2	0
Rubric Points	4	1.5	4	6	4	--	3	4

*See Slide 15 for Graduation Rate for SY 2021–2022

Special Education Determination Rubric

Points are assigned based on each district's performance on each of the measures

	Performance				Compliance			
	Annual Dropout Rate (2022)	5-Year Cohort Graduation Rate (2021) Points x1.5	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicator 3 (2023)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 5 & 6 (SY2022-2023) Points x2	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 4B, 9, & 10 (SY2021-2022)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 11, 12, & 13 (SY2022-2023)	Identification of Non-Compliance # of Findings (PSM/PRS) (SY2022-2023)	Timely Submission/ Verified Correction of Non-Compliance (SY2022-2023)
4	Annual dropout rate for students with disabilities at or below the state's all students rate (2.1%)	5-year cohort graduation rate for students with disabilities at or above the state's all students rate (91.8%)	Gap equal to or below state goal (29 percentage points)	Combined full inclusion rate of 75.0% or higher for students ages 3-21	No compliance findings	All Indicators compliance percentages at or above 95.0%	Less than 1.0 findings of special education noncompliance (per 1000 SWD)	All findings of noncompliance have been corrected or submitted in a timely manner (per 1000 SWD)
3	Annual dropout rate for students with disabilities at or below the state's students with disabilities rate (3.4%), but above the state's all students rate (2.1%)	5-year cohort graduation rate for students with disabilities at or above the state's students with disabilities rate (80.6%), but below the state's all students rate (91.8%)	Gap above state goal (29 percentage points), but below 50 th percentile (32 percentage points)	Combined full inclusion rate from 50.0% to 74.9% for students ages 3-21	At Risk for any 1 indicator (4b, 9, 10). All others must be labelled No Status	Any one Indicator compliance percentage from 75.0% to 94.9%	1.0-2.9 findings of special education noncompliance (per 1000 SWD)	0.1 to 1.0 findings of noncompliance not resolved within 1 year or not submitted in a timely manner (per 1000 SWD)

Special Education Determination Rubric

Points are assigned based on each district's performance on each of the measures

	Annual Dropout Rate (2022)	5-Year Cohort Graduation Rate (2021) <i>Points x1.5</i>	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicator 3 (2023)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 5 & 6 (SY2022-2023) <i>Points x2</i>	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 4B, 9, & 10 (SY2021-2022)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 11, 12, & 13 (SY2022-2023)	Identification of Non-Compliance # of Findings (PSM/PRS) (SY2022-2023)	Timely Submission/ Verified Correction of Noncompliance (SY2022-2023)
2	Annual dropout rate for students with disabilities from 3.5% to 5.9%	5-year cohort graduation rate for students with disabilities from 66.7% to 80.5%	Gap equal to or above 50 th percentile (32 percentage points) but below 75 th percentile (40 percentage points)	Combined full inclusion rate from 35.0% to 49.9% for students ages 3-21	Identified for any 1 indicator	Any one Indicator compliance percentage from 55.0% to 74.9%	3.0-3.9 findings of special education noncompliance (per 1000 SWD)	1.1 to 2.0 findings of noncompliance not resolved within 1 year or not submitted in a timely manner (per 1000 SWD)
1	Annual dropout rate for students with disabilities of 6.0% or higher	5-year cohort graduation rate for students with disabilities below 66.7%	Gap equal to or above 75 th percentile (40 percentage points)	Combined full inclusion rate below 35.0% for students ages 3-21	Identified for 2 or more indicators	Any one Indicator compliance percentage below 55.0%	4.0 or more findings of special education noncompliance (per 1000 SWD)	2.1 or more findings of noncompliance not resolved within 1 year or not submitted in a timely manner (per 1000 SWD)

Calculation

Sum of Points Earned across all Categories
with Reportable Data

= Special Education
Determination Percentage

Total Number of Possible Points in Categories
with Reportable Data

Meets Requirements (MR)	Needs Assistance (NA)	Needs Intervention (NI)	Needs Substantial Intervention (NSI)
LEA determination percentage 75.0 – 100.0	LEA determination percentage 65.0 – 74.9	LEA determination percentage 0 – 64.9	A substantial failure to comply with a condition of LEA eligibility under Part B of the IDEA (300.200-300.213)

Annual Dropout Rate: The annual dropout rate is the percentage of students in grades 9–12 who dropped out of high school within the defined reporting period and did not return to school by October 1 of the following school year.

Five Year Cohort Graduation Rate: The 5-year cohort graduation rate is the percentage of students with disabilities in a 9th grade cohort who graduate within 5 years.

State Performance Plan/Annual Performance Report (SPP/APR) Indicator 3: This captures the gap in proficiency rates on regular statewide assessments between students with disabilities and all students. Proficiency is based on performance levels “Meeting Expectations” and “Exceeding Expectations.” For LEA determinations, the Department looks at the proficiency gaps on the 8th grade Reading assessment.

SPP/APR Indicators 5 and 6: These indicators address educational environments for both school age (Indicator 5) and preschool (Indicator 6) students with disabilities. For LEA determinations, the Department looks at the percentage of students with disabilities in full inclusion (K–age 22) and the students with disabilities receiving services in inclusive settings the majority of the time (ages 3–5 in early childhood environments).

SPP/APR Indicators 4B, 9, and 10: Indicator 4B evaluates whether an LEA is: 1) identified with significant discrepancy in the rates of students with disabilities in one or more racial/ethnic group(s) suspended or expelled for more than 10 days and 2) has policies, procedures, and practices that do not comply with requirements related to the development and implementation of IEPs, use of positive behavioral supports, and procedural safeguards. Indicators 9 and 10 evaluate whether an LEA that has disproportionate representation in one or more racial/ethnic group(s) identified with disabilities (Indicator 9) and/or six specific disability categories (Indicator 10) are the result of an inappropriate identification.

SPP/APR Indicators 11, 12, and 13: Indicator 11 evaluates whether monitored LEAs fulfilled Child Find responsibilities in meeting initial evaluation timelines. Indicator 12 evaluates whether children transitioning from Early Intervention programs (Part C) to Part B programs had IEPs developed and implemented by their third birthdays. Indicator 13 evaluates whether children aged 14 and above receive secondary transition planning and services aligned with *IDEA* requirements.

Identification of Noncompliance (number of findings): These data are based on the combined number of findings of noncompliance with *IDEA* found through the Public School Monitoring–Tiered Focused Monitoring (Group A and Group B) and Problem Resolution Systems. Data provided for this data element is not a count of noncompliance, but instead a rate to standardize data across LEAs of all sizes.

Timely Submission/ Verified Correction of Noncompliance: These data are based on the combined number of instances in which data submitted were not valid, reliable, and timely and findings of noncompliance were not verified as corrected within one year of written notification of findings. Data provided for this data element is not a count of reports not valid, reliable, and timely and/or findings of noncompliance not yet verified as corrected, but instead a rate to standardize data across LEAs of all sizes.

Indicator 1 - Graduation Rate

Indicator 1 data reported in the State Performance Plan and Annual Performance Report (SPP/APR) are lagged one year (e.g., for the FFY 2022 SPP/APR, the data come from the 2021-2022 school year). The federally required data source for Indicator 1 captures students in special education at the start of the reporting period (e.g., for the FFY 2022 SPP/APR, this would be students receiving special education services at the start of the 2021-22 school year reporting period) who exited high school with one of following categories: (a) graduated with a regular high school diploma; (b) received a certificate; (c) reached maximum age; or (d) dropped out.

Population	Total number exiting high school in 2022	Total number exiting special education due to graduating with a regular high school diploma	District Rate	State Rate	State target	Target met by district? (Y/N)
Students with IEPs	19	16	84.2%	80.4%	≥78.33%	Yes

Tiered Focus Monitoring



- Occurs every three years
- This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

Pembroke Public Schools Report

January 2023

TFM Report



Tier 1–Meets Requirements

Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes — meets requirements.

Group A

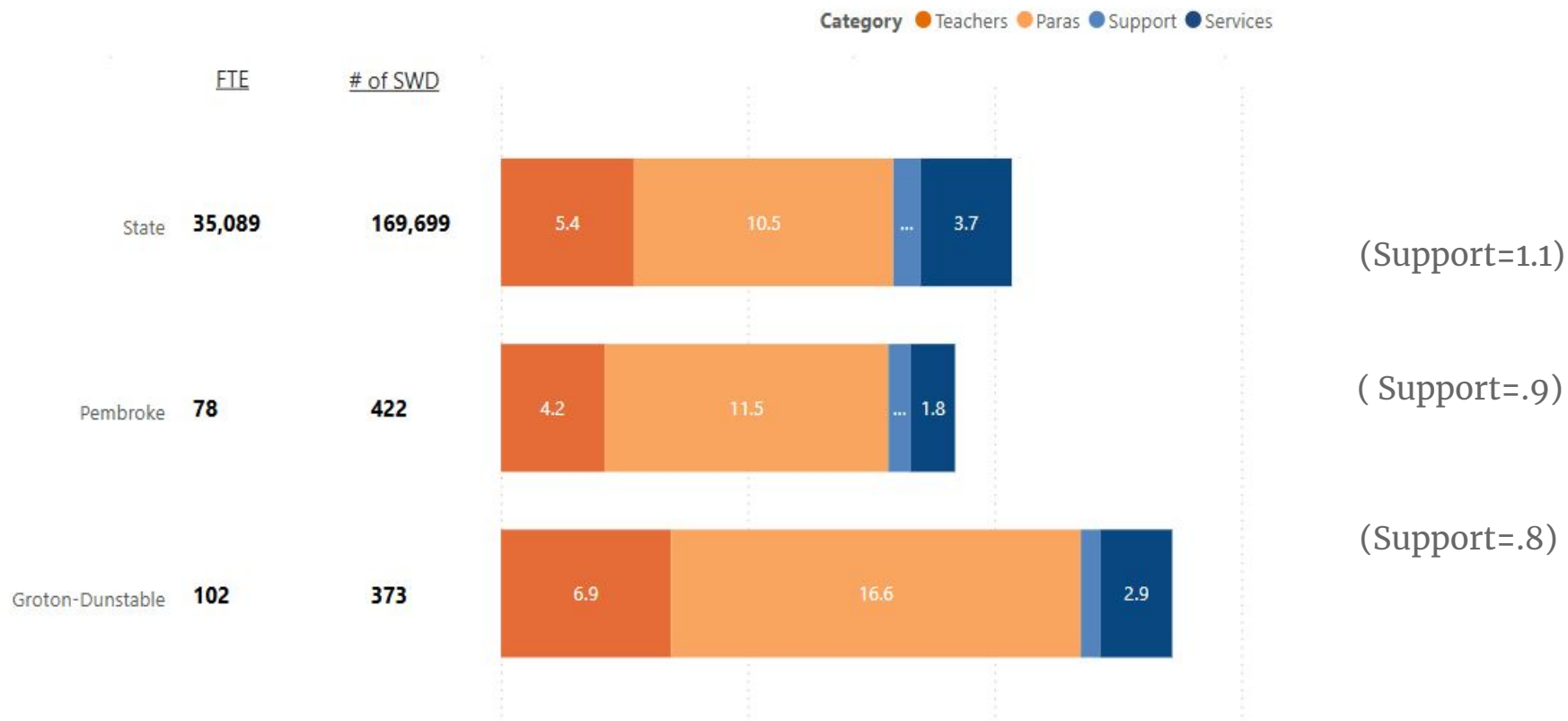
State Performance Indicators focused on initial evaluations, early childhood referrals and transitions (14+)

- Self Assessment
- Interviews administration, staff and SEPAC
- Onsite review of students' special education files
- Survey parents of students with disabilities

		1. In-District Enrollment (2023-24 school year)			2. In- and Out-of-District Enrollment (2023-24 school year)		3. SWD Most Common Disability Type (2023-24 school year)							4. Next Gen MCAS for SWD (2023)						
District name	Region	Total #	Low Inc %	EL %	Total #	SWD %	SWD #	# of Disability Types	Most Common	Most Common % of SWD	Second Most Common	Second Most Common % of SWD	Third Most Common	Third Most Common % of SWD	GR. 3-8 ELA % E/M	GR. 3-8 Math % E/M	GR. 3-8 ELA SGP	GR. 3-8 Math SGP	GR. 10 ELA % E/M	GR. 10 Math % E/M
Nashoba	Central	3,031	12.7	2.5	3,055	18.7	572	11	LD	25.5	Hlth	15.9	Aut	15.2	20.0	18.0	43.3	47.3	25.0	7.0
Mendon-Upton	Central	2,072	14.6	4.1	2,086	16.7	349	11	LD	21.8	Hlth	17.2	Aut	15.5	11.0	17.0	44.8	52.1	12.0	20.0
Hampden-Wilbraham	Pioneer Valley	2,837	22.1	1.3	2,861	16.8	480	11	LD	26.5	Hlth	20.2	Aut	17.5	10.0	9.0	47.5	44.8	20.0	18.0
Groton-Dunstable	Northeast	2,305	9.3	2.2	2,328	18.0	418	10	Hlth	22.0	LD	19.9	Aut	19.4	24.0	25.0	46.2	43.7	44.0	48.0
Freetown-Lakeville	Southeast	2,700	23.4	1.3	2,732	17.1	467	11	LD	36.0	Aut	16.7	Hlth	14.1	7.0	11.0	47.5	43.5	15.0	7.0
Wilmington	Northeast	2,760	14.8	2.0	2,813	18.6	523	11	LD	25.6	Comm	21.2	Aut	15.9	9.0	15.0	43.3	46.0	38.0	16.0
Wakefield	Northeast	3,365	17.2	3.2	3,395	19.6	665	11	LD	20.3	Hlth	18.6	Aut	15.2	19.0	17.0	45.4	51.4	33.0	14.0
Seekonk	Southeast	2,061	20.3	3.7	2,096	20.9	438	10	LD	20.3	Hlth	20.1	Delay	18.5	14.0	19.0	41.7	46.7	22.0	11.0
Pembroke	Southeast	2,417	18.0	2.0	2,445	18.8	460	10	LD	27.8	Delay	17.6	Hlth	15.4	13.0	15.0	44.9	48.6	15.0	19.0
Mansfield	Southeast	3,371	19.6	2.5	3,407	17.2	587	11	Hlth	23.2	LD	21.8	Aut	20.4	13.0	16.0	42.3	42.3	14.0	14.0
Holliston	Gr Boston	2,724	10.2	3.0	2,770	19.1	528	10	LD	25.9	Aut	15.5	Hlth	15.2	20.0	24.0	48.9	52.5	30.0	19.0

2024 RADAR-RESOURCE ALLOCATION AND DISTRICT ACTION REPORTS

OTHERSpecial Education FTEs per 100 SWDsOTHER



Ratio of Special Ed Teachers, Paras, Support (mental health), Services (SLP, OT, PT, etc) per 100 SWD

PPS Internal District Data



Total Students PK-22=483

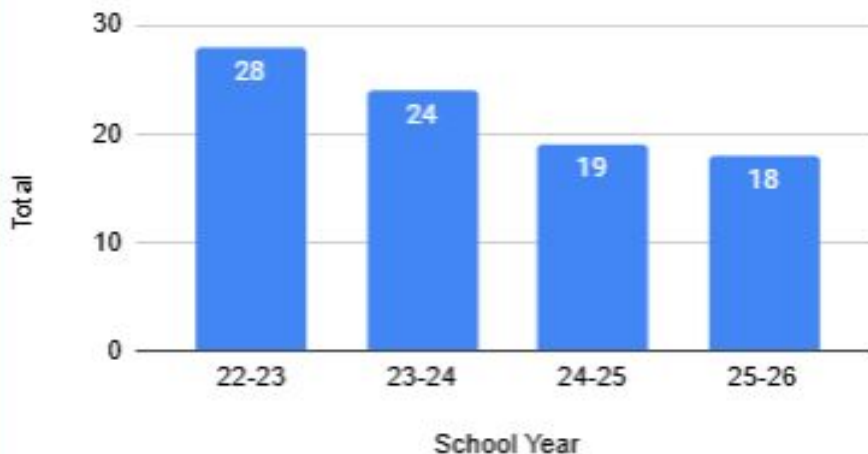
Full Inclusion: 71%
Partial Inclusion: 8%
Substantially Separate: 13%
Public Day: 3%
Private Day: 3%
Residential: <1%
Homebound/Hospital: <1%
Drop In: < 1%

Rejected IEPs

SY 2022-2023: 39
SY 2023-2024: 34
SY 2024-2025 to date: 7

K-6 Elementary Transition Programs

Transition - District Wide Program



Ongoing Data Review and Analysis



Monthly Buildings Department Mtgs:

- Monitor progress toward IEP goals
- Monitor regression data
- Ensure timelines are met
- Use benchmark and standardized assessment data to evaluate student achievement
- Compare special education students' performance to school-wide and district averages to identify gaps
- Track behavior intervention plans (BIPs) and measure the frequency, duration, and intensity of behavioral incidents; and number of restraints
- Analyze trends in suspensions, office referrals, and other disciplinary actions
- Rejected IEPs

Discuss District and DESE Data/Trends:

- SLT/A-Team Mtgs
- Monthly Special Education Team Chair Mtg
- School Council-School Improvement Plans
- SEPAC

Closing the Gaps: What does the Research Show?



In schools where the general education population is successful, all students are more likely to do well.



Unequal access to high-quality core instruction beginning in early childhood and early elementary may be one reason for a system to identify some children as in need of special education services and subsequently place them in separate classrooms.



All students can benefit from evidence-based core instructional practices.



The achievement of PreK-12 students with disabilities and that of their general education peers is tightly linked.



Essential Elements of Improvement Planning

1. Data-based Decision Making

2. Cultural Responsiveness

3. Core Instructional Program

4. Ongoing assessment - Universal Screening and Progress Monitoring

5. Evidenced-Based Instructional and Positive Behavioral Interventions and Supports

6. District/School Leadership that Facilitates Improvement

7. Parent/Family Engagement throughout the Educational Process and System

Next Steps



- Continue to monitor reading data (K-2) and impact of newly adopted UFLI and DIBELS programs
- Comprehensive Review of Direct Instruction Curricular Programs/Needs (and PD to accompany)
- Review of Current Staffing and Models across all schools
- Staff/Parent Surveys–New IEP, department strengths/concerns, professional development and questions