

# Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year 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://www.dese.mo.gov/divspeced/SPPpage.html>.

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 outcomes measures for students receiving special education services.

Page 1 of this profile summarizes whether the State 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 LEAs directly to DESE.

See [http://www.dese.mo.gov/divspeced/DataCoord/documents/District\\_Profile\\_Review\\_Guide09.pdf](http://www.dese.mo.gov/divspeced/DataCoord/documents/District_Profile_Review_Guide09.pdf) for the Special Education Profile Review Guide

**Questions? Please contact the Division of Special Education - Data Coordination at 573-526-0299 or [webrepliespedc@dese.mo.gov](mailto:webrepliespedc@dese.mo.gov).**

**SPP Targets and District Status**

SPP Indicator*	State Data 2008-09		Target 2008-09	Target 2010-11
<b>Early Childhood Special Education Data</b>				
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)	95.00%	Not Met	= 100.00%	= 100.00%
<b>Child Count and Educational Environment Data</b>				
Percent of children with IEPs inside regular class at least 80% of the day (SPP 5a)	59.28%	Met	≥ 58.50%	≥ 59.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5b)	9.81%	Met	≤ 10.40%	≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5c)	3.72%	Not Met	≤ 3.60%	≤ 3.50%
Was <b>district</b> identified as having disproportionally of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)	NA			
<b>Assessment Data</b>				
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3b)	99.64%	Met	≥ 95.00%	= 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3b)	99.60%	Met	≥ 95.00%	= 95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	23.59%	Not Met	≥ 59.20%	≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	26.01%	Not Met	≥ 54.10%	≥ 72.50%
<b>Evaluation Data</b>				
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)	96.53%	Not Met	= 100.00%	= 100.00%
<b>Parent Survey Data</b>				
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)	69.55%	Not Met	≥ 75.00%	≥ 80.00%
<b>Suspension/Expulsion Data</b>				
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	NA			
<b>Secondary Transition Data</b>				
Graduation rate for students with disabilities (SPP 1)	75.25%	Met	≥ 74.00%	≥ 75.00%
Dropout rate for students with disabilities (SPP2)	5.40%	Not Met	≤ 5.00%	≤ 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)	88.13%	Not Met	= 100.00%	= 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school (SPP 14)	72.71%	Not Met	≥ 74.50%	≥ 75.50%

\*Only those indicators for which data are available and/or targets have been established are included in this summary.

## Early Childhood Special Education (ECSE) Data

### Early Childhood Special Education Child Count and Participation Rates

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

Total Early Childhood 3-pK5			
	2006-07	2007-08	2008-09
Child Count	10,873	11,315	11,045
Participation Rate	5.82%	6.06%	5.92%

Source: District reported data via MOSIS and/or Core Data Screen 11 and census data (2003 estimates)  
 Participation Rate = Child Count / Census

### Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

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

Educational Environments	2006-2007		2007-2008		2008-2009	
	#	%	#	%	#	%
In the regular early childhood program:						
◆ at least 80%	5,165	47.50%	5,446	48.13%	5,086	46.05%
◆ 40-79%	1,375	12.65%	1,407	12.43%	1,309	11.85%
◆ less than 40%	332	3.05%	454	4.01%	428	3.88%
Separate Class	2,779	25.56%	2,629	23.23%	2,837	25.69%
Separate School	198	1.82%	200	1.77%	204	1.85%
Residential Facility	4	0.04%	2	0.02%	2	0.02%
Home	158	1.45%	176	1.56%	131	1.19%
Service Provider location	862	7.93%	1,001	8.85%	1,048	9.49%
<b>Total Early Childhood</b>	<b>10,873</b>	<b>100.00%</b>	<b>11,315</b>	<b>100.00%</b>	<b>11,045</b>	<b>100.00%</b>

Source: District reported data via MOSIS and/or Core Data Screen 11  
 Percentage = Educational Environment / Total Educational Environment

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

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 birthday

Reporting Year	2005-06	2006-07	2007-08	2008-09
Number referred and eligible	331	160	229	140
IEPs developed within acceptable timelines	317	149	223	133
Percent developed within acceptable timelines	95.77%	93.13%	97.38%	95.00%

Source: Data are collected from districts in the year prior to MSIP review; therefore not available for all districts every year

### Early Childhood Outcome Data (SPP 7)

Data will be included in this report beginning in the 2009-2010 school year.

## Child Count and Educational Environment Data

### Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2008-09
Mental Retardation	10,860	17	10,843	1.04%
Emotional Disturbance	7,488	29	7,459	0.71%
Speech Impairment	23,711	975	22,736	2.18%
Language Impairment	10,626	215	10,411	1.00%
Orthopedic Impairment	561	12	549	0.05%
Visual Impairment	498	2	496	0.05%
Hearing Impairment	1,277	25	1,252	0.12%
Specific Learning Disabilities	40,089	586	39,503	3.79%
Other Health Impairment	17,263	242	17,021	1.63%
Deaf/Blindness	30	0	30	0.00%
Multiple Disabilities	1,540	5	1,535	0.15%
Autism	5,777	85	5,692	0.55%
Traumatic Brain Injury	466	4	462	0.04%
Young Child w/ Developmental Delay	1,774	61	1,713	0.16%
<b>Total</b>	<b>121,960</b>	<b>2,258</b>	<b>119,702</b>	<b>11.47%</b>

Source: District reported data via MOSIS and/or Core Data Screens 11 and 16. Child Count data is as of December 1

Incidence rate = Total excluding PPPS / K-12 district enrollment

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

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

Placement Categories	2006-2007		2007-2008		2008-2009	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5a)	74,759	57.23%	74,151	58.39%	72,294	59.28%
Inside Regular Class 40-79%	34,713	26.58%	32,876	25.89%	30,809	25.26%
Inside Regular Class <40% (SPP 5b)	13,726	10.51%	12,692	9.99%	11,970	9.81%
Private Separate (Day) Facility*	987	0.76%	894	0.70%	879	0.72%
Public Separate (Day) Facility*	1,863	1.43%	1,820	1.43%	1,780	1.46%
Homebound/Hospital*	663	0.51%	704	0.55%	696	0.57%
Private Residential Facility*	2	0.00%	5	0.00%	1	0.00%
Correctional Facility	142	N/A	169	0.13%	98	0.08%
Parentally Placed Private School	2,569	1.97%	2,476	1.95%	2,258	1.85%
State Operated Separate School <sup>^</sup>	1,198	0.92%	1,205	0.95%	1,177	0.97%
<b>Total School Age</b>	<b>130,622</b>	<b>99.89%</b>	<b>126,992</b>	<b>100.00%</b>	<b>121,962</b>	<b>100.00%</b>
<b>Total of Separate Placements* (SPP 5c)</b>	<b>4,713</b>	<b>3.61%</b>	<b>4,628</b>	<b>3.64%</b>	<b>4,533</b>	<b>3.72%</b>

Source: District reported data via MOSIS and/or Core Data Screen 11

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

<sup>^</sup>This category is only used by Missouri School for the Blind, Missouri School for the Deaf and State Schools for the Severely Handicapped

### Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories (special education data excludes PPPS students)

	White %	Black %	Hispanic	Asian %	Indian %	Total %
Total District Enrollment (K-12)	73.01%	20.90%	3.58%	2.11%	0.40%	100.00%
Total IEP Child Count (3-21)	75.88%	19.83%	2.68%	1.06%	0.54%	100.00%
Mental Retardation	65.54%	30.28%	2.62%	1.06%	0.51%	100.00%
Emotional Disturbance	66.32%	31.01%	1.61%	0.31%	0.75%	100.00%
Speech/Language Impairment	80.83%	14.40%	2.84%	1.46%	0.47%	100.00%
Specific Learning Disability	72.64%	23.13%	2.95%	0.66%	0.62%	100.00%
Other Health Impairment	80.88%	16.27%	1.74%	0.52%	0.59%	100.00%
Autism	79.86%	15.17%	2.15%	2.34%	0.48%	100.00%

Source: District reported data via MOSIS and/or Core Data Screens 11 and 16

**Student Assessment Data**

**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	Acct	Rept	Number Top Two	Part Rate (SPP 3b)	Percent Top Two (SPP 3c)
<b>2008-09 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>					<b>Mathematics</b>				
3	10,826	10,807	2,853	99.82%	26.4%	10,820	10,788	3,382	99.70%	31.3%
4	10,667	10,644	2,917	99.78%	27.4%	10,674	10,646	3,145	99.74%	29.5%
5	10,274	10,245	2,587	99.72%	25.3%	10,267	10,233	2,642	99.67%	25.8%
6	9,659	9,630	1,862	99.70%	19.3%	9,660	9,629	2,402	99.68%	24.9%
7	9,315	9,284	1,711	99.67%	18.4%	9,323	9,275	2,187	99.49%	23.6%
8	9,250	9,207	1,534	99.54%	16.7%	9,250	9,201	1,705	99.47%	18.5%
HS	7,205	7,140	2,333	99.10%	32.7%	6,271	6,226	1,706	99.28%	27.4%
3-5	31,767	31,696	8,357	99.78%	26.4%	31,761	31,667	9,169	99.70%	29.0%
6-8	28,224	28,121	5,107	99.64%	18.2%	28,233	28,105	6,294	99.55%	22.4%
All	67,196	66,957	15,797	99.64%	23.6%	66,265	65,998	17,169	99.60%	26.0%
<b>2007-08 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>					<b>Mathematics</b>				
3	10,518	10,503	2,707	99.86%	25.8%	10,519	10,498	3,176	99.80%	30.3%
4	10,460	10,443	2,484	99.84%	23.8%	10,461	10,443	2,898	99.83%	27.8%
5	9,898	9,886	2,307	99.88%	23.3%	9,903	9,885	2,373	99.82%	24.0%
6	9,473	9,440	1,693	99.65%	17.9%	9,468	9,431	2,175	99.61%	23.1%
7	9,310	9,288	1,480	99.76%	15.9%	9,303	9,270	1,903	99.65%	20.5%
8	9,061	9,006	1,281	99.39%	14.2%	9,057	9,002	1,441	99.39%	16.0%
HS	7,705	7,620	664	98.90%	8.7%	9,043	8,933	1,321	98.78%	14.8%
3-5	30,876	30,832	7,498	99.86%	24.3%	30,883	30,826	8,447	99.82%	27.4%
6-8	27,844	27,734	4,454	99.60%	16.1%	27,828	27,703	5,519	99.55%	19.9%
All	66,425	66,186	12,616	99.64%	19.1%	67,754	67,462	15,287	99.57%	22.7%
<b>2006-07 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>					<b>Mathematics</b>				
3	10,929	10,665	2,605	97.58%	24.4%	10,932	10,835	3,206	99.11%	29.6%
4	10,576	10,418	2,461	98.51%	23.6%	10,578	10,496	2,832	99.22%	27.0%
5	10,307	10,158	2,114	98.55%	20.8%	10,301	10,215	2,442	99.17%	23.9%
6	9,988	9,791	1,586	98.03%	16.2%	9,959	9,841	2,023	98.82%	20.6%
7	9,733	9,356	1,323	96.13%	14.1%	9,738	9,578	1,670	98.36%	17.4%
8	10,330	10,047	1,137	97.26%	11.3%	10,307	10,126	1,439	98.24%	14.2%
HS	7,745	7,320	718	94.51%	9.8%	9,250	9,020	1,036	97.51%	11.5%
3-5	31,812	31,241	7,180	98.21%	23.0%	31,811	31,546	8,480	99.17%	26.9%
6-8	30,051	29,194	4,046	97.15%	13.9%	30,004	29,545	5,132	98.47%	17.4%
All	69,608	67,755	11,944	97.34%	17.6%	71,065	70,111	14,648	98.66%	20.9%

Source: MAP Assessment - includes MAP and MAP-A results

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Communication Arts = grade 11 Mathematics = grade 10 Totals also include End of Course exams

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

**Evaluation, Parent Involvement and Suspension/Expulsion Data**

**District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3a)**

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities. For district AYP status, refer to School Data and Statistics website: <http://www.dese.mo.gov/schooldata/>

**Initial Evaluation Timelines (SPP 11)**

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	2005-06	2006-07	2007-08	2008-09
Number evaluated	4104	1994	4298	3728
Number within acceptable timelines	3888	1869	4149	3644
Percent within acceptable timelines	94.74%	93.73%	96.53%	97.75%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year  
 Statewide reporting includes approximately 1/5 of all school districts in the state

**Parent Survey Data (SPP 8)**

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey. 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	2006-07	2007-08	2008-09
Total Responses	6426	5917	7337
Number Agree/Strongly Agree	4461	4271	5103
% Agree/Strongly Agree	69.4%	72.2%	69.6%

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in conjunction with the MSIP review; therefore not available for all districts every year  
 Statewide reporting includes approximately 1/5 of all school districts in the state

**Suspension/Expulsion Data (SPP 4a)**

School Year 2008-2009	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
<b>Student Counts</b>					
OSS - All	15,831	13.2	52,723	5.7	2.32
OSS > 10 Days	3,225	2.7	9,354	1.0	2.66
ISS - All	19,807	16.5	83,086	9.0	1.84
ISS > 10 Days	2,309	1.9	7,449	0.8	2.39
Total OSS and ISS	35,638	29.8	135,809	14.7	2.03
<b>Incidence Counts</b>					
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
OSS - All	32,523	27.2	95,072	10.3	2.64
OSS > 10 Days	3,370	2.8	9,723	1.1	2.68
ISS - All	52,601	43.9	196,597	21.3	2.06
ISS > 10 Days	2,349	2.0	7,526	0.8	2.41
Total OSS and ISS	85,124	71.1	291,669	31.6	2.25

Source: District reported data via MOSIS and/or Core Data Screens 9, 11 and 16

# is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-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

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

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

	2006-07	2007-08	2008-09	2008-09*
<b>Graduation data (SPP 1)</b>				
Number of students with disabilities who graduated	6,725	6,890	7,103	7,103
Graduation rate for students with disabilities	75.61%	75.92%	75.25%	73.50%
<b>Dropout data (SPP 2)</b>				
Number of students with disabilities ages 14 - 21	46,560	45,259	43,280	43,860
Number of students with disabilities who dropped out	2,169	2,185	2,336	2,561
Dropout rate for students with disabilities	4.66%	4.83%	5.40%	5.84%

Source: District reported data via MOSIS and/or Core Data Screens 12 and 11

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

\*Totals include data reported by Dept of Corrections. Data reported by DOC are excluded from the other totals

### Secondary Transition Plans (SPP 13)

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	2005-06	2006-07	2007-08	2008-09
Total Reviewed	460	504	537	573
Number Met	216	372	443	505
Percent Met*	46.96%	73.81%	82.50%	88.13%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

\*Pending finalization of the Special Education Compliance review

### Follow-up on Previous Year's Graduates (IEP) (SPP 14)

Districts are required to follow-up with all graduates six months after graduation. The following table indicates the district-reported data.

	2007 Graduates		2008 Graduates	
	#	%	#	%
4 - Year College	807	12.00%	796	11.55%
2 - Year College	1,674	24.89%	1,559	22.63%
Non - College	370	5.50%	299	4.34%
Military	199	2.96%	150	2.18%
Employment	2,366	35.18%	2,206	32.02%
Other	515	7.66%	689	10.00%
Unknown	588	8.74%	745	10.81%
Total Employed / Continuing Education	5,416	80.54%	5,010	72.71%
Total Follow-up	6,519	96.94%	6,444	93.53%
Not reported	206	3.06%	446	6.47%
Total Graduates	6,725	100.00%	6,890	100.00%

Source: District reported data via MOSIS and/or Core Data Screen 08

Total Employed & Continuing Education = Sum of (4-year and 2-year college, non-college, military and employment) / graduates