

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

## **LAQUEY R-V (085-045)**

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\* and the state to meet those targets. Missouri is also required to publicly report on the performance of each district in relation to the targets established in the SPP. The State Performance Plan can be found online at:  
<http://www.dese.mo.gov/divspeced/PDF/PartB-SPPMissouri.pdf>.

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 outcome measures for students receiving special education services.

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

\*The word "district" includes responsible public agencies such as local school districts, charter schools and state operated programs.

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

<b>SPP Targets and District Status</b>				
<b>SPP Indicator*</b>	<b>District Data 2006-07</b>		<b>Target</b>	<b>Target 2010-11</b>
<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)	NA	NA**	= 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)	55.56%	Not Met	≥ 60.00%	≥ 60.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5b)	8.08%	Met	≤ 10.90%	≤ 10.50%
Percent of children with IEPs served in separate settings (SPP 5c)	4.04%	Not Met	≤ 3.45%	≤ 3.20%
Was district identified as having disproportionality of racial/ethnic groups in special education or in specific disability categories that is the result of inappropriate identification? (SPP 9/10)	No			
<b>Assessment Data</b>				
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3b)	94.12%	Not Met	≥ 95.00%	= 100.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3b)	97.14%	Met	≥ 95.00%	= 100.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	9.38%	Not Met	≥ 42.90%	≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	14.71%	Not Met	≥ 35.80%	≥ 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)	NA	NA**	= 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)	NA	NA**	≥ 77.00%	≥ 80.00%
<b>Suspension/Expulsion Data</b>				
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	No			
<b>Secondary Transition Data</b>				
Graduation rate for students with disabilities (SPP 1)	100.00%	Met	≥ 74.00%	≥ 78.50%
Dropout rate for students with disabilities (SPP 2)	0.00%	Met	≤ 4.50%	≤ 3.80%
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)	NA	NA**	= 100.00%	100.00%

\* Only those indicators for which data are available and/or targets have been established are included in this summary  
 \*\* Data are collected from districts in conjunction with their MSIP review, so data is not available for all districts every year. For districts with data, the met/not met call for compliance indicators is pending finalization of the compliance desk review of district data

**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		
	Child Count	Participation Rate
2004-05	3	2.13%
2005-06	5	3.54%
2006-07	3	2.13%
State 2006-07	10,873	5.82%

Source: District reported data from 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 settings in which children are receiving early childhood special education services.

Educational Environments	2006-2007		State 2006-2007
	#	%	%
In the regular early childhood program at least 80%	2	66.67%	47.50%
In the regular early childhood program 40-79%	1	33.33%	12.65%
In the regular early childhood program less than 40%	0	0.00%	3.05%
Separate Class	0	0.00%	25.56%
Separate School	0	0.00%	1.82%
Residential Facility	0	0.00%	0.04%
Home	0	0.00%	1.45%
Service Provider location	0	0.00%	7.93%
Total Early Childhood	3	100.00%	100.00%

Source: District reported data from Core Data Screen 11  
 Percentage = Placement / Total Placements

**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	Number referred and eligible	IEPs developed within acceptable timelines	Percent developed within acceptable timelines	State	
				2005-06	2006-07
NA	NA	NA	NA	95.77%	92.55%

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 2006-07	State 2006-07
Mental Retardation	3	0	3	0.40%	1.29%
Emotional Disturbance	5	0	5	0.67%	0.91%
Speech/Language Impairment	26	0	26	3.47%	3.90%
Orthopedic Impairment	0	0	0	0.00%	0.06%
Visual Impairment	0	0	0	0.00%	0.05%
Hearing Impairment	2	0	2	0.27%	0.15%
Specific Learning Disabilities	45	0	45	6.01%	5.27%
Other Health Impairment	9	0	9	1.20%	1.71%
Deaf/Blindness	0	0	0	0.00%	0.00%
Multiple Disabilities	0	0	0	0.00%	0.16%
Autism	8	0	8	1.07%	0.50%
Traumatic Brain Injury	1	0	1	0.13%	0.05%
Young Child w/ Developmental Delay	0	0	0	0.00%	0.18%
<b>Total</b>	<b>99</b>	<b>0</b>	<b>99</b>	<b>13.22%</b>	<b>14.25%</b>

Source: District reported data on Core Data Screens 11 and 16. Child Count data is as of December 1  
 Incidence rate = Total excluding PPPS / 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	2004-2005		2005-2006		2006-2007		State 2006-2007
	#	%	#	%	#	%	%
Inside Regular Class >79% (SPP 5a)	55	48.25%	52	49.52%	55	55.56%	57.23%
Inside Regular Class 40-79%	42	36.84%	35	33.33%	32	32.32%	26.58%
Inside Regular Class <40% (SPP 5b)	14	12.28%	15	14.29%	8	8.08%	10.51%
Private Separate (Day) Facility*	0	0.00%	0	0.00%	0	0.00%	0.76%
Public Separate (Day) Facility*	0	0.00%	0	0.00%	0	0.00%	1.43%
Homebound/Hospital*	3	2.63%	3	2.86%	4	4.04%	0.51%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.01%
Correctional Facility	N/A	N/A	N/A	N/A	0	0.00%	0.10%
Parentally Placed Private School	N/A	N/A	0	0.00%	0	0.00%	1.97%
State Operated Separate School^	0	0.00%	0	0.00%	0	0.00%	0.92%
<b>Total School Age</b>	<b>114</b>	<b>100.00%</b>	<b>105</b>	<b>100.00%</b>	<b>99</b>	<b>100.00%</b>	<b>100.00%</b>
<b>Total of Separate Placements* (SPP 5c)</b>	<b>3</b>	<b>2.63%</b>	<b>3</b>	<b>2.86%</b>	<b>4</b>	<b>4.04%</b>	<b>3.61%</b>

Source: District reported data on Core Data Screen 11

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

^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)	91.32%	3.47%	2.27%	1.60%	1.34%	100.00%
Total IEP Child Count (3-21)	90.20%	5.88%	3.92%	0.00%	0.00%	100.00%
Mental Retardation	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Emotional Disturbance	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Speech/Language Impairment	88.46%	7.69%	3.85%	0.00%	0.00%	100.00%
Specific Learning Disability	86.67%	8.89%	4.44%	0.00%	0.00%	100.00%
Other Health Impairment	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Autism	87.50%	0.00%	12.50%	0.00%	0.00%	100.00%

Source: District reported data on 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

2005-06 IEP MAP and MAP-A	Grade	Accountable	Participation Rate (SPP 3b)	Proficient or Advanced Percent (SPP 3c)	State Proficient or Advanced Percent
Communication Arts	3	9	100.00%	33.30%	23.30%
Communication Arts	4	8	100.00%	0.00%	21.80%
Communication Arts	5	5	100.00%	0.00%	18.60%
Communication Arts	6	7	100.00%	28.60%	14.50%
Communication Arts	7	12	91.67%	0.00%	12.10%
Communication Arts	8	12	100.00%	8.30%	10.90%
Communication Arts	11	9	100.00%	11.10%	10.10%
Communication Arts	3-5	22	100.00%	13.64%	21.25%
Communication Arts	6-8	31	96.77%	10.00%	12.48%
Communication Arts	All	62	98.39%	11.48%	16.22%
Mathematics	3	9	100.00%	55.60%	28.90%
Mathematics	4	7	100.00%	0.00%	25.30%
Mathematics	5	5	100.00%	0.00%	20.80%
Mathematics	6	7	100.00%	14.30%	17.70%
Mathematics	7	12	100.00%	0.00%	14.10%
Mathematics	8	13	100.00%	7.70%	13.00%
Mathematics	10	7	100.00%	0.00%	10.40%
Mathematics	3-5	21	100.00%	23.81%	25.02%
Mathematics	6-8	32	100.00%	6.25%	14.90%
Mathematics	All	60	100.00%	11.67%	18.80%

2006-07 IEP MAP and MAP-A	Grade	Accountable	Participation Rate (SPP 3b)	Proficient or Advanced Percent (SPP 3c)	State Proficient or Advanced Percent
Communication Arts	3	4	100.00%	0.00%	24.40%
Communication Arts	4	4	100.00%	50.00%	23.60%
Communication Arts	5	4	75.00%	0.00%	20.80%
Communication Arts	6	5	100.00%	0.00%	16.20%
Communication Arts	7	5	100.00%	20.00%	14.10%
Communication Arts	8	8	100.00%	0.00%	11.30%
Communication Arts	11	4	75.00%	0.00%	9.80%
Communication Arts	3-5	12	91.67%	18.18%	22.98%
Communication Arts	6-8	18	100.00%	5.56%	13.84%
Communication Arts	All	34	94.12%	9.38%	17.62%
Mathematics	3	5	100.00%	0.00%	29.60%
Mathematics	4	4	100.00%	75.00%	27.00%
Mathematics	5	4	75.00%	0.00%	23.90%
Mathematics	6	5	100.00%	0.00%	20.50%
Mathematics	7	5	100.00%	20.00%	17.40%
Mathematics	8	8	100.00%	0.00%	14.20%
Mathematics	10	4	100.00%	25.00%	11.50%
Mathematics	3-5	13	92.31%	25.00%	26.88%
Mathematics	6-8	18	100.00%	5.56%	17.36%
Mathematics	All	35	97.14%	14.71%	20.89%

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

Participation Rate = Reportable / Accountable

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

**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	Number evaluated	Number within acceptable timelines	Percent within acceptable timelines	State	
				2005-06	2006-07
NA	NA	NA	NA	94.74%	93.73%

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	Total Responses	Number Agree/ Strongly Agree	% Agree/ Strongly Agree	State 2006-2007
NA	NA	NA	NA	69.42%

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 2006-2007	District					State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students		#	Rate per 100 students	#	Rate per 100 students	
OSS - All	5	5.1	3	0.5	10.94	14,742	11.5	46,879	6.1	1.89
OSS > 10 Days	0	0.0	1	0.2	0.00	3,046	2.4	8,486	1.1	2.16
ISS - All	8	8.1	26	4.0	2.02	19,027	14.9	78,873	10.2	1.45
ISS > 10 Days	1	1.0	0	0.0	NA	2,337	1.8	7,168	0.9	1.96
Total OSS and ISS	13	13.1	29	4.5	2.94	33,769	26.4	125,752	16.3	1.62
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students		#	Rate per 100 students	#	Rate per 100 students	
	OSS - All	5	5.1	4	0.6	8.21	30,141	23.5	83,385	10.8
OSS > 10 Days	0	0.0	1	0.2	0.00	3,287	2.6	9,027	1.2	2.19
ISS - All	11	11.1	31	4.8	2.33	50,221	39.2	185,956	24.1	1.62
ISS > 10 Days	1	1.0	0	0.0	NA	2,370	1.9	7,264	0.9	1.96
Total OSS and ISS	16	16.2	35	5.4	3.00	80,362	62.8	269,341	35.0	1.79

Source: District reported data on 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

	2004-05	2005-06	2006-07	*State 2006-07
<b>Graduation data (SPP 1)</b>				
Number of students with disabilities who graduated	10	8	7	6,696
Graduation rate for students with disabilities	76.92%	100.00%	100.00%	75.37%
<b>Dropout data (SPP 2)</b>				
Number of students with disabilities ages 14 - 21	44	43	42	46,560
Number of students with disabilities who dropped out	3	0	0	2,188
Dropout rate for students with disabilities	6.82%	0.00%	0.00%	4.70%

Source: District reported data on 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 exclude data reported by Dept of Corrections

**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	Total Reviewed	Number Met	Percent Met	State	
				2005-06	2006-07
NA	NA	NA	NA	44.78%	73.81%

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

**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.

	2005 Graduates		2006 Graduates		State 2006 Graduates	
	#	%	#	%	#	%
4 - Year College	0	0.00%	0	0.00%	771	11.87%
2 - Year College	0	0.00%	1	12.50%	1,555	23.95%
Non - College	1	10.00%	0	0.00%	431	6.64%
Military	0	0.00%	0	0.00%	198	3.05%
Employment	8	80.00%	6	75.00%	2,290	35.26%
Other	1	10.00%	1	12.50%	497	7.65%
Unknown	0	0.00%	0	0.00%	510	7.85%
<b>Total Employed / Continuing Education</b>	<b>9</b>	<b>90.00%</b>	<b>7</b>	<b>87.50%</b>	<b>5,245</b>	<b>80.77%</b>
<b>Total Follow-up</b>	<b>10</b>	<b>100.00%</b>	<b>8</b>	<b>100.00%</b>	<b>6,252</b>	<b>96.27%</b>
Not reported	0	0.00%	0	0.00%	242	3.73%
<b>Total Graduates</b>	<b>10</b>	<b>100.00%</b>	<b>8</b>	<b>100.00%</b>	<b>6,494</b>	<b>100.00%</b>

Source: District reported data on Core Data Screen 08

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