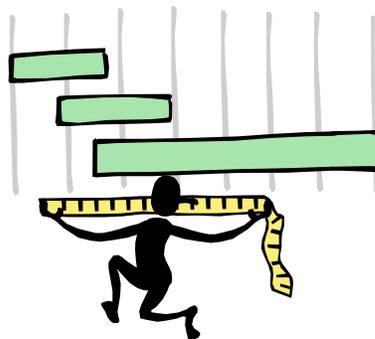


Missouri Department of Elementary and Secondary Education

A Guide to Your Special Education District Profile



For questions or comments, please contact:
Special Education Data at 573-751-7848

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PURPOSE:

The purpose of this guide is to assist in understanding the *Special Education District Profile*. Profiles are published annually for each Local Education Agency (LEA) district in the fall.

OVERVIEW:

LEA's *Special Education District Profiles* contain data for multiple school years and indicate whether the LEA has met state targets for the most recent school year. The seven general reporting areas are:

- **Early Childhood Special Education Data** (Table A)
- **Child Count and Educational Environment Data** (Table B)
- **Assessment Data** (Table C)
- **Evaluation Data** (Table D)
- **Parent Survey Data** (Table E)
- **Suspension/Expulsion Data** (Table F)
- **Secondary Transition Data** (Table G)

DATA INFORMATION:

- The Profile provides the source of the data collected.
- Both the Profile and Guide provide the methods used to calculate the data results.
- *What to Ask* is provided to help examine practices and data in order to improve results.

SPP TARGETS AND DISTRICT STATUS:

Page 1 of the *Special Education District Profile* provides a summary of LEA performance and met/not met status for each State Performance Plan indicator. This is an overview of LEA data with detail in the remainder of the *Profile*.

EARLY CHILDHOOD SPECIAL EDUCATION CHILD COUNT DATA (Ages 3-PK5)

DATA SOURCE:

- LEA reported data from MOSIS December Student Core
- LEA reported data in Special Education IMACS (Transition from First Steps to ECSE) in conjunction with monitoring self-assessment
- LEA reported ECO data from MOSIS June Student Core

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE A1:</p> <p>Early Childhood Special Education Child Count and Participation Rates</p>	None	<ul style="list-style-type: none"> • Why is our participation in ECSE high, low, increasing, or decreasing? • What are our child find and referral processes? • What are our processes for determining eligibility?
<p>TABLE A2:</p> <p>Early Childhood Special Education Educational Environments (ages 3-PK5)</p> <p>SPP Indicator 6</p>	<p>Educational Environment Percentage = (educational environment count / total early childhood special education child count) x 100</p>	<ul style="list-style-type: none"> • How do we determine placement? • How do we determine the educational environment? • Do we understand that the placement and educational environment are two separate concepts, required for different purposes? • How do we include IEP students in settings with non-IEP peers? • Are we considering the least restrictive placement for each student with an emphasis on providing services with non-disabled peers?
<p>TABLE A3:</p> <p>Transition from First Steps (Part C)</p> <p>SPP Indicator 12</p>	<p>Percent developed within acceptable timelines = (IEPs developed within acceptable timelines / number referred and eligible) x 100</p> <p><i>Data are collected from LEAs in the year prior to their monitoring review.</i></p>	<ul style="list-style-type: none"> • Have we established a good working relationship with the First Steps SPOE office for our area? • Are our processes clear on the timelines for transition from First Steps to ECSE? • Is there a designated person responsible for monitoring timelines for the LEA? • Do we have a clear understanding of the extremely limited reasons for which it is acceptable to not have the IEP developed by the third birthday? • If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?
<p>TABLE A4:</p> <p>Early Childhood Outcome Data</p> <p>SPP Indicator 7</p>	<p>Outcomes Percentage = (Number in each outcome "bucket" for each outcome area / number of children exited from ECSE during reporting year) x 100</p> <p>Summary Statement 1 = (Outcome buckets c + d / Outcome buckets a + b + c + d) x 100</p> <p>Summary Statement 2 = (Outcome buckets d + e / Outcome buckets a + b + c + d + e) x 100</p>	<ul style="list-style-type: none"> • Has the LEA been reporting the ECO data to DESE? • Have all ECSE staff been trained about ECO assessment procedures? • Is there a designated person responsible for ensuring that entry and exit assessments are conducted accurately and consistently?

SCHOOL AGE CHILD COUNT AND ENVIRONMENT DATA (Ages 5K-21)

DATA SOURCE:

- LEA reported data on MOSIS December Student Core
- Child Count is as of December 1

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE B1:</p> <p>Child Count (5K-21) and Parentally-Placed Private Schools Students (PPPS)</p>	<p>Incidence Rate for each Disability Category and Total = $\left(\frac{\text{total}}{\text{total student enrollment}} \right) \times 100$</p> <p>Bar Chart: Graphs the incidence rates for the LEA and state</p>	<ul style="list-style-type: none"> • Are our incidence rates comparable to the state rates? • If not, why is our total incidence rate high or low? • Why are incidence rates for particular disability categories high or low? • What are our referral processes? • What are our processes for determining eligibility?
<p>TABLE B2:</p> <p>Percent of Students by Race/Ethnicity</p> <p>SPP Indicators 9/10</p>	<p>Percent of Enrollment by Race = $\left(\frac{\text{the number in each racial/ethnic category}}{\text{total LEA enrollment}} \right) \times 100$</p> <p>Percent of IEP Child Count by Race = $\left(\frac{\text{the number in each racial/ethnic category}}{\text{total child count}} \right) \times 100$</p> <p>Percent by Disability by Race (for each disability category) = $\left(\frac{\text{the number in each racial/ethnic category}}{\text{total child count in the disability category}} \right) \times 100$</p>	<ul style="list-style-type: none"> • Are the percentages by race consistent across enrollment, total child count and child count by disability category? • If no, what is contributing to the differences? • At what rate do we refer by race /ethnicity? • What are our processes for determining eligibility? • Are some race/ethnicity categories in more restrictive placements than others?
<p>TABLE B3:</p> <p>School-Age Educational Environments</p> <p>SPP Indicator 5</p>	<p>Educational Environment Percentage = $\left(\frac{\text{total number in educational environment}}{\text{total school age special education child count}} \right) \times 100$</p> <p>Bar Charts: Graphs three years of selected educational environment percentages for the LEA and state</p>	<ul style="list-style-type: none"> • How do we determine placement? • How do we include IEP students in general education classes? • Are we considering the least restrictive placement as part of the IEP process for each student as determined by the IEP team? • What co-teaching or other instructional models are available in the elementary, middle/junior high, and/or high school levels? • What general education classes use differentiated instruction? • How do general education classes accommodate IEP students?

MAP - MISSOURI ASSESSMENT PROGRAM DATA

DATA SOURCE:

- Information compiled from Missouri Assessment Program participation and performance results
- MAP assessment data includes MAP and MAP-A results

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE C:</p> <p>IEP MAP and MAP-A</p> <p>SPP Indicator 3</p>	<p style="text-align: center;">Participation Rate = (reportable / accountable) x 100</p> <p style="text-align: center;">Percent Top Two = (number of proficient + number of advanced) / number of reportable x 100</p> <p style="text-align: center;">Bar Charts: Graphs three years of MAP data by grade levels for the LEA and state</p>	<ul style="list-style-type: none"> • Why is our participation rate lower than 100%? • Why are percentages decreasing, static, or low? • Is the LEA following state guidelines for determining MAP-A eligibility? • What do the results by grade level imply? • How do assessment results relate to special education placements (percent of time spent in general education classrooms)? • How do IEP students access the general education curriculum?

EVALUATION DATA

DATA SOURCE:

- LEA reported data in Special Education IMACS in conjunction with monitoring self-assessment

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE D:</p> <p>Initial Evaluation Timelines</p> <p>SPP Indicator 11</p>	<p style="text-align: center;">Percent within Acceptable Timelines = (Number within acceptable timelines / number evaluated) x 100</p> <p style="text-align: center;"><i>Data are collected from LEAs in the year prior to their monitoring review</i></p>	<ul style="list-style-type: none"> • Are our processes clear on the timelines for initial evaluations? • Is there a designated person responsible for monitoring timelines for the LEA? • Do we have a clear understanding of the reasons for which it is acceptable to exceed the 60-day timeline? • If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?

PARENT SURVEY DATA

DATA SOURCE:

- Special education parent survey

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE E:</p> <p>Parent Survey Data</p> <p>SPP Indicator 8</p>	<p>Schools Facilitated Parental Involvement Percent = (number of parents with children with disabilities who agree or strongly agree[^] / number of responses) x 100</p> <p>[^] Must have agreed with two questions: 1) My involvement in my child's education has improved his/her achievement and 2) The school encourages parents to be involved</p> <p><i>Data are collected from LEAs in the year prior to their monitoring review</i></p>	<ul style="list-style-type: none"> • How does the LEA encourage parental involvement?

SUSPENSION/EXPULSION DATA

DATA SOURCE:

- LEA reported data through MOSIS Discipline Incident and Student Core

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE F:</p> <p>Suspension/Expulsion Data by student and incident count (IEP and non-IEP)</p> <p>SPP Indicator 4</p>	<p>IEP Students Rate per 100 Students = (number of IEP students with incidents reported / total child count excluding PPS) x 100</p> <p>Non-IEP Students Rate per 100 Students = (number of non-IEP students with incidents reported / total enrollment less child count) x 100</p> <p>IEP Incident Rate per 100 Students = (number of incidents for IEP students / total child count excluding PPS) x 100</p> <p>Non-IEP Incident Rate per 100 Students = (number of incidents for non-IEP students / total enrollment less child count) x 100</p> <p>Ratio of IEP : non-IEP rate = IEP rate per 100 students / non-IEP rate per 100 students</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>ISS All = Any incident resulting in an in-school suspension.</i> • <i>ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days.</i> • <i>OSS All = Any incident resulting in an out of school suspension.</i> • <i>OSS > 10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days.</i> • <i>OSS includes out of schools suspensions, expulsion, or unilateral removals.</i> 	<ul style="list-style-type: none"> • Is the average number of incidents per IEP student consistent with non-IEP students? • What are our disciplinary policies? • Does the data suggest that some policies may have an unintended effect? • How do discipline incident rates correlate with the dropout data of IEP students? • What behavioral intervention strategies are used, and are all LEA staff implementing them consistently?

SECONDARY TRANSITION DATA

DATA SOURCE:

- LEA reported data on MOSIS Student Core, Student Enrollment and Attendance and Graduate Follow-up files
- LEA reported data in Special Education IMACS in conjunction with monitoring self-assessment (Secondary Transition Plans)

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE G1:</p> <p>Graduation / Dropout Data for Students with Disabilities</p> <p>SPP Indicators 1/2</p>	<p>4-year Graduation Rate = (Number in cohort graduating within 4 years / Special Education (IEP) cohort) x 100</p> <p>5-year Graduation Rate = (Number in cohort graduating within 5 years / Special Education (IEP) cohort) x 100</p> <p>6-year Graduation Rate = (Number in cohort graduating within 6 years / Special Education (IEP) cohort) x 100</p> <p>7-year Graduation Rate = (Number in cohort graduating within 7 years / Special Education (IEP) cohort) x 100</p> <p>Dropout Rate = (Number of IEP dropouts in grades 9-12 / Total number of IEP students in grades 9-12) x 100</p> <p>Bar Charts: Graphs multiple years of graduation data for the 4yr graduation and dropout rates for the LEA and state</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Beginning with 2017-18, G03 graduates are not included in the numerator of the graduation rate calculation</i> • <i>For students grades 9-12, the following exit categories are added together for the number of dropouts: Received a Certificate; Reached Max Age; Moved, Not Known to Continue; and Dropped Out</i> • <i>(N/A) Elementary LEAs do not report their high school students and therefore will not have a graduation or dropout rate</i> 	<ul style="list-style-type: none"> • If our graduation rate is low or decreasing, why? • If our dropout rate is high or increasing, why? • How does our graduation rate compare to our dropout rate, and how do both compare to the rates for non-IEP students? • What programs and options are available to help at-risk students? • What processes are in place to identify students at risk of dropping out? • How do we keep IEP students engaged in learning? • What are our attendance policies and do some have an unintended effect? • Are we coding graduates correctly using the G01 and G03 exit codes? See <i>Core Data and MOSIS Reference Manual</i> for definitions.

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE G2:</p> <p>Secondary Transition Plans</p> <p>SPP Indicator 13</p>	<p>Percent Met Requirements = (Number met requirements / number of transition IEPs reviewed) x 100</p> <p><i>Data are collected from LEAs in the year prior to their monitoring review; therefore, the data is not available for all LEAs every year.</i></p>	<ul style="list-style-type: none"> • (See Graduation questions above) • What vocational classes are available to IEP students such as hands on classes, exploratory type classes or work study classes? • What are the criteria for getting into a vocational or career technical school (i.e. grade level, grades, attendance)? Are these criteria an impediment to IEP students? • If less than 100%, have changes been made in procedures and practices to ensure full compliance?
<p>TABLE G3:</p> <p>Follow-up on Previous Year's Graduates and Dropouts (IEP)</p> <p>SPP Indicator 14</p>	<p>A. Enrolled in Higher Education = (Sum of (4-year and 2-year college where at least one term completed) / total graduates and dropouts) x 100</p> <p>B. Enrolled in higher education or competitively employed = (Sum of (4-year and 2-year college where at least one term completed and competitive employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100</p> <p>C. Total Employed & Continuing Education = (Sum of (4-year, 2-year college or other postsecondary education where at least one term completed, employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100</p> <p>Bar Chart: Graph of graduate follow-up categories for the LEA and state</p>	<ul style="list-style-type: none"> • How do we know if IEP students are employed or continuing their education after graduating from high school? • How can we better conduct follow-up on dropouts? • What opportunities (skills, activities, classes, programs, etc.) leading to successful post-secondary outcomes do IEP students have access to before leaving high school? • What are our expectations for students with disabilities? • How do our percentages compare to those for the state?