

**Division of Special Education  
Data Coordination**

**Data Collection and Reporting**  
Overview 2007-08

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**Series**

- **Resources and handouts:**  
<http://www.dese.mo.gov/divspeced/Compliance/index.html>
- **Questions:** [webreplyspe@dese.mo.gov](mailto:webreplyspe@dese.mo.gov) or 573-751-0699
- **Other topics:** Discipline, Finance, Special Education Process, Complaint Process, Administration of Special Education, RtI, Transition

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**Data Requirements of IDEA04**

- **State Performance Plan and Annual Performance Report**
  - Twenty (20) performance indicators for the state (14 apply to districts)
  - Targets for six years were established in the SPP
  - Annual state progress to be reported in Annual Performance Reports
  - District progress to be publicly reported annually (School Data and Statistics)

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## Data Requirements of IDEA04

- Child Count
- Educational Environments
- Exiting
- Discipline (Suspension/Expulsion)
- Personnel
- Assessment
- Due process/mediation
- Disproportionality
- Parentally-placed private school children
- Early intervening services

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## What are Screens and Exhibits?

-  A "Screen" is a data collection
-  DESE currently has 30 screens, several involve special education data
-  Each Screen has instructions in the Core Data Manual
-  "Exhibits" in the Manual provide code sets and definitions that are used for the Screens
-  Core Data Manual:  
<http://dese.mo.gov/divimprove/coredata/CDcollect.html>

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## What is MOSIS?

-  Missouri Student Information System
-  Student level record system
-  Student level collections will eventually replace the core Data Collections
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-  • <http://www.dese.mo.gov/MOSIS/>

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## Graduation Rate



- Percent of youth with IEPs graduating from high school with a regular diploma

Indicator 1

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## Dropout Rate



- Percent of youth with IEPs dropping out of high school

Indicator 2

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## Screen 12 - Exiting

- **Unduplicated** count of students with disabilities, ages 3-21, who left special education by:
  - Building
  - Age
  - Disability category
  - Exit category
  - Gender
  - Race/Ethnicity
  - LEP
- Comparable to Screen 13 data for IEP
- June cycle collection

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## Exit Codes Who are Dropouts?

- **DROPOUT CODES** used to determine dropout rates for ages 14+:

- 03 – Received Certificate
- 04 – Reached Maximum Age
- 07 – Moved, Not Known to be Continuing
- 08 – Dropped Out

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## Transition Planning



- 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.

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## Transition Planning Data Collection

- Collected in IMACS the year prior to MSIP year
- Evaluated via file review using transition checklist

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## Post-School Follow-up



- 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

Indicator 14

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## Screen 8 – Graduate Follow-Up

- Collects follow-up data for all graduates with a column for students with IEPs
- Compared to previous year's graduates from Screen 12
- February cycle collections

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## Assessment

### • Participation and performance of children with disabilities on statewide assessments:

- a. Percent of districts meeting the state's AYP objectives for progress for disability subgroup
- b. Participation rate for children with IEPs
- c. Proficiency rate for children with IEPs

Indicator 3

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## Suspension/Expulsion

### Rates of Suspension/Expulsion:

- Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

Indicator 4

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## Screen 09 – Discipline

### •Report of all incidents resulting in suspension or expulsion (June cycle)

- |                            |  |
|----------------------------|--|
| - Building                 | - Disability                               |
| - Student ID and Grade     | Category                                   |
| - Date and Type of Offense | - Removal Type and Length                  |
| - Weapon Type              | - Modified Length and Alternate Placements |
| - Race/Ethnicity           | (expulsions only)                          |
| - Gender & LEP             |  |

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## School-Age Placements

### •Percent of children with IEPs aged 6 through 21 served:

- Inside the regular class 80% or more of the day
- Inside the regular class less than 40% of the day
- In separate schools, residential facilities, or homebound/hospital placements

Indicator 5

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## ECSE Educational Environments

### • Percent of children ages 3-5 with IEPs:

- a. Attending a regular early childhood program
- b. Not attending a regular early childhood program or kindergarten and attending a special education program
- c. Not attending a regular early childhood program or kindergarten and not attending a special education program

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## Disproportionality

• Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 9

Percent of districts with disproportional representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 10

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## Screen 11 – Child Count

### • Unduplicated count of students with disabilities as of December 1, ages 3-21, by:

- Building
- Age
- Disability category (2006-07 – Split Speech and Language Impairment into two categories)
- Placement or educational environment category
- Gender
- Race/ethnicity
- Limited English Proficiency (LEP)
- December cycle collections

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**Screen 11 Miscellaneous**

- **Placement vs. educational environment**
  - Placement is IEP team decision
  - Educational Environment is where the student is spending their time
- **School-age vs. ECSE**
  - School-age placements
  - ECSE educational environments

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**Screen 11 Miscellaneous**

- ECSE – separate class vs. separate school
- ECSE – reported by district of residence (except for St. Louis County)
- SSSH, MSB, MSD students NOT reported by local districts
- Review Reporting Guidelines and other Technical Assistance on web

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**Early Childhood Outcomes**

- **Percent of preschool children with IEPs who demonstrate improved:**
  - a. Positive social-emotional skills (including social relationships)
  - b. Acquisition and use of knowledge and skills (including early language/communication and early literacy) and
  - c. Use of appropriate behaviors to meet their needs

Indicator 7

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## Early Childhood Outcomes

- Data collected at entry and exit from ECSE
- Data reported to DESE at end of year
  - All entry and exit data compiled during that school year
  - MOSIS ID used to match up entry and exit data in order to determine the outcome
- Outcome = Progress made from entry to exit

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## Early Childhood Outcomes

- For more information:  
<http://www.dese.mo.gov/divspeced/ECOtraining.html>

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## Parent Involvement

- 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

Indicator 8

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## Parent Involvement Data Collection

- Uses two questions from the MSIP Parent Advance Questionnaire (AQ)
  - My involvement in my child's education has improved his/her achievement
  - The school encourages parents to be involved
- If "agree" or "strongly agree" on both, then "yes" for SPP 8

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## Child Find

- Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days

Indicator 11

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## Part C to B Transition

- Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicator 12

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## Monitoring Collections

- Initial Evaluation Timelines
  - 60 day timeline
- Part C to Part B Transition Timelines
  - IEP by third birthday
- Both collected in IMACs the year prior to MSIP year
- More information during the MSIP special education trainings

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## Screens 18/20 – Course and Assignment

- Core Data Manual Exhibit 16
- Reporting table and technical assistance on the web
- NEW for 2007-08 – No Special Education Contact Number or caseload calculation
- Data evaluated for highly qualified and appropriate certification purposes

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## Parentally Placed Private School Children with Disabilities

- I-form due June 30
  - Number of children **EVALUATED** during the school year
  - Number of those evaluated who were determined **ELIGIBLE**
  - Number of those determined eligible who were **SERVED** by the public school

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## Early Intervening Services

- Early intervening services are services that the district may provide, using up to 15% of IDEA Part B funds, to students who have NOT been identified as needing special education and related services, but who need additional academic and behavioral support to succeed in a general education environment

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## Early Intervening Services

- **I-form due June 30**
  - Number of students without IEPs who received early intervening services during the school year
  - Number of students with IEPs who had received early intervening services in past two school years

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## Ensuring Accurate Data

- Review Data Notes and Q&A on web
- Use the verification reports sent out by the Data Coordination section
- Fix "Edits" prior to submitting
- Total number of reported students reasonable
- Compare to other Screens that report similar data
- Compare current year to previous years and find an explanation for significant changes (+/- 10 and 10%)

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**Improvement Planning**

- Data and systems analysis
- Identify strengths and concerns
- Build a plan that includes activities that will address what is not working
- Avoid “random acts of improvement”

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**Data Drill Down**

- Consider multiple data sources
  - Student Learning
  - Demographics
  - Perceptions
  - Processes
- Ask/Determine “WHO?”
- Ask/Determine “WHY?”

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**Data Drill Down**

**My district has a high dropout rate.**

- **What data sources are available?**
  - Screen 12 exit data, discipline data, school policies, family/community information. GPA, credits earned, programs available and utilized, transition plans, exit surveys, etc.

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**Data Drill Down**

**My district has a high dropout rate.**

- **WHO are the dropouts?**
  - Dropout rates by disability category
  - Dropout prevalence by disability category
  - Dropouts by age
  - Dropouts by race

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**Data Drill Down**

**My district has a high dropout rate.**

- **WHY are they dropping out?**
  - Number of credits as juniors low
  - District attendance policy
  - Discipline rate high with lots of suspensions
  - Lack of work experience programs to meet the needs of those dropping out

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Data Coordination Contacts**

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## Division of Special Education Data Coordination

### Data Collection and Reporting

Overview 2007-08

### Series

- **Resources and handouts:**  
<http://www.dese.mo.gov/divspeced/Compliance/index.html>
- **Questions:** [webreplyspe@dese.mo.gov](mailto:webreplyspe@dese.mo.gov) or 573-751-0699
- **Other topics:** Discipline, Finance, Special Education Process, Complaint Process, Administration of Special Education, Rtl, Transition

The Individuals with Disabilities Education Act was reauthorized and signed into law on December 3, 2004 and final federal regulations were published on August 14, 2006. This presentation, Data Collection and Reporting Overview, is one in a series of trainings to inform the field of the major changes in state and federal regulations and the implementing changes made.

Resources and handouts for each of the presentations in the series can be found at the website shown on the slide.

The Division of Special Education welcomes questions that participants may have after viewing the presentations. Questions can be submitted to the following mailbox [webreplyspe@dese.mo.gov](mailto:webreplyspe@dese.mo.gov) or by calling the Division of Special Education, Data Coordination section at 573-526-0299.

We hope you enjoy this series of trainings and find the information useful in your role as an educator, parent, advocate or other individual interested in the education of children with disabilities.

Other topics in this series are:

- Discipline for Children with Disabilities

- Finance of Special Education
- The Special Education Process and Changes in IDEA
- The Complaint Process
- Administration of Special Education
- Response to Intervention/ Early Intervention Services
- Transition

Slide 3

## Data Requirements of IDEA04

- **State Performance Plan and Annual Performance Report**
  - **Twenty (20) performance indicators for the state (14 apply to districts)**
  - **Targets for six years were established in the SPP**
  - **Annual state progress to be reported in Annual Performance Reports**
  - **District progress to be publicly reported annually (School Data and Statistics)**

The State Performance Plan and Annual Performance Reports are both required by IDEA. IDEA outlined several monitoring priorities and from those OSEP developed 20 indicators that every state has to address. 14 of those indicators apply at the district as well as the state level. Targets for six years have been established for each indicator, and progress towards the targets is reported each year for the state through the Annual Performance Report. In addition to the state level reporting, public reports are posted on the School Data and Statistics webpage for each district. A large part of the session will focus on data collections for the SPP indicators.

Slide 4

## Data Requirements of IDEA04

- Child Count
- Educational Environments
- Exiting
- Discipline (Suspension/Expulsion)
- Personnel
- Assessment
- Due process/mediation
- Disproportionality
- Parentally-placed private school children
- Early intervening services

In addition to the SPP/APR, various data collections are mentioned throughout IDEA. All of the items listed here are either specifically mentioned in IDEA (many under Section 618) or fall under the Secretary's authority to collect other information. The Division does not collect any information that is not required either by IDEA, the associated federal regulations and data collections or the State Performance Plan. This presentation will go through various data collections and is organized in SPP indicator order.

Slide 5

### What are Screens and Exhibits?

-  **A "Screen" is a data collection**
-  **DESE currently has 30 screens, several involve special education data**
-  **Each Screen has instructions in the Core Data Manual**
-  **"Exhibits" in the Manual provide code sets and definitions that are used for the Screens**
-  **Core Data Manual:**  
<http://dese.mo.gov/divimprove/coredata/CDcollect.html>

Before we start talking about the specific data collections, there are a couple of terms that I will use repeatedly. Most of you are probably very familiar with these terms. In the DESE world, a "screen" is a data collection and there are approximately 30 screens in the Core Data Collection System. We will cover several screens that collect data related to special education. If you're dealing with any of the DESE data collections, it is really important for you to have a copy of the Core Data Manual, either in hard copy or as a web link. The first half of the Manual has instructions for every screen, and the second half is made up of exhibits that contain the code sets needed for reporting on the screens.

Again, it is really important to have a copy of the manual, and to review it every year for changes. A link to the manual is on this slide. We also notify districts prior to the collections via SELS and SELS2 as a reminder about changes that may have been made.

### What is MOSIS?

- M** Missouri Student Information System
- O** Student level record system
- S** Student level collections will eventually replace the core Data Collections
- I**
- S**

MOSIS is the Missouri student information system. It is being used to assign 10 digit IDs to all students served by Missouri public schools, and eventually the data will be reported on a student level rather than the current aggregate data collection system. The Core Data screens will then be populated with the data. So instead of you or your student systems compiling the aggregate numbers of kids, you will report each student and then our system will add them up. At this point, the MOSIS student level collections are being piloted, but will become mandatory within the next year or so.

There is one data collection for Early Childhood Special Education that we will talk about later that currently requires you to include a MOSIS ID. We've talked to lots of districts who weren't aware that they needed to apply for a MOSIS ID for early childhood kids. Districts are supposed to be assigning IDs for all kids receiving services which includes the early childhood kids.

### Graduation Rate



- **Percent of youth with IEPs graduating from high school with a regular diploma**

**Indicator 1**

We are going to go through each of the SPP indicators that apply to districts and talk about the associated data collections. The first SPP indicator addresses graduation rates for students with disabilities.

## Dropout Rate



- **Percent of youth with IEPs dropping out of high school**

**Indicator 2**

And the second indicator addresses dropout rates for students with disabilities. We will talk about the data collection for these two indicators together.

## Screen 12 - Exiting

- **Unduplicated** count of students with disabilities, ages 3-21, who left special education by:
  - Building
  - Age
  - Disability category
  - Exit category
  - Gender
  - Race/Ethnicity
  - LEP
- Comparable to Screen 13 data for IEP
- June cycle collection

Graduation and dropout rates for students with disabilities are calculated using data from Screen 12 of Core Data. Screen 12 is in the June Cycle and collects exit data for students ages 3-21 by building, age, disability, gender, race/ethnicity and Limited English Proficiency status. Similar data, but in less detail, are reported in the IEP column on Screen 13, Secondary Headcount. The data from Screens 12 and 13 are used for various purposes including federal reporting of state data, the public reporting of graduation and dropout rates, determining whether an improvement plan is required as part of the special education self-assessment for monitoring purposes, evaluating grant applications and determining AYP. Most recently, graduation and dropout rates have been used by the Division when assigning the Special Education Determination level for each district.

Dates for exit reports are from July 1 –June 30. The age that is reported on Screen 12 should be the age as of December 1, so it will correspond with the age reported for child count purposes.

Slide 10

## Exit Codes Who are Dropouts?

- **DROPOUT CODES** used to determine dropout rates for ages 14+:
  - 03 – Received Certificate
  - 04 – Reached Maximum Age
  - 07 – Moved, Not Known to be Continuing
  - 08 – Dropped Out

There are four exit codes that are combined into a total dropout count for each district. While state law indicates a student can't drop out of school until 16, the Federal dropout category includes "runaways" and students who just disappear which can include 14 & 15 year olds. Code 03, received certificate, is for students who leave school with a certificate of attendance, which is not a diploma. These should be relatively rare since according to state guidelines, a diploma can be awarded if a student meets the goals and objectives of his IEP. Code 04, reached maximum age, indicates that the student left school at age 21, and did not receive a diploma or certificate of attendance. Again, we would hope that this situation would be relatively rare. Code 07 Moved Not Known to be Continuing indicates that the student is no longer at your school and you don't know where they ended up, and there have been no requests for records transfer. Code 08 is for all other dropout situations, including if a student drops out in order to take the GED. The exception to this is if the district is using the Missouri Options program and is awarding a diploma when a student passes the GED. So again, all students aged 14-21 who are reported in these four categories are counted as dropouts. All of these categories are considered dropouts for Screen 13 purposes as well so total dropouts should be very close if not equal between Screens 12 and 13.

## Transition Planning



- 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.

Indicator 13

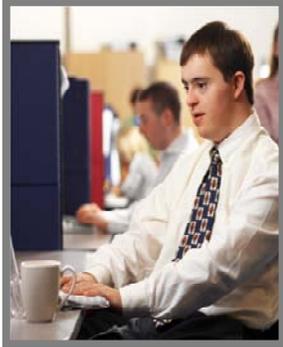
Now we're going to skip over several indicators so that we can cover all of the secondary transition indicators together. Indicator 13 looks at transition plans for students with disabilities by looking for IEPs to include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the student to meet the post-secondary goals. For more information, refer to the presentation in this series that is devoted to transition planning.

## Transition Planning Data Collection

- Collected in IMACS the year prior to MSIP year
- Evaluated via file review using transition checklist

The data for SPP 13 is gathered through the Improvement Monitoring, Accountability and Compliance System, or IMACS, in the year prior to a district's MSIP review year. The district will review a number of transition plans while conducting the file review using a transition checklist. Compliance Supervisors will review that information, and if noncompliance is identified, the items will be on the district's corrective action plan and will require correction within 12 months. Information on quality transition planning and the transition checklist is available on the Division's web page. These data will be included in public reports as the data is gathered from districts throughout the MSIP cycle.

## Post-School Follow-up



- 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

Indicator 14

A final indicator that deals with secondary transition is Indicator 14 which looks at post-school follow-up data and the percent of youth who are employed or continuing education after high school.

## Screen 8 – Graduate Follow-Up

- Collects follow-up data for all graduates with a column for students with IEPs
- Compared to previous year's graduates from Screen 12
- February cycle collections

Graduate follow-up data is collected on Screen 08 of Core Data. Screen 08 includes a column for reporting follow-up for students with disabilities. When calculating the percentage of students employed or continuing education, we compare that total to the number of graduates reported on Screen 12 from the previous year.

The SPP indicator calls for follow-up on ALL students leaving high school, including dropouts. Instead of asking districts to conduct follow-up on dropouts, we are attempting to use the dropout hotline data along with various statewide databases. Please ensure that your district is reporting all dropouts to the hotline.

## Assessment

### •Participation and performance of children with disabilities on statewide assessments:

- a. Percent of districts meeting the state's AYP objectives for progress for disability subgroup
- b. Participation rate for children with IEPs
- c. Proficiency rate for children with IEPs

Indicator 3

SPP indicator 3 deals with the percent of districts meeting the state's AYP goals for the disability subgroup, and participation and proficiency rates for students with disabilities on both the regular and alternate assessments, MAP and MAP-A. We access these data through the assessment section at DESE so there is no additional data collection for districts. These data are used for various purposes, including federal reporting of state data, the public reporting of assessment results, determining whether an improvement plan is required as part of the special education self-assessment for monitoring purposes, evaluating grant applications and, of course, determining AYP. Most recently, assessment participation and performance data have been used by the Division when assigning the Special Education Determination level for each district.

## Suspension/Expulsion

### Rates of Suspension/Expulsion:

- Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

Indicator 4

Indicator 4 deals with suspensions and expulsions and is split into two pieces.

The first looks at significant discrepancy in suspension/expulsion rates of children with disabilities. The second looks at significant discrepancy in the suspension/expulsion rates of children with disabilities by race and ethnicity.

## Screen 09 – Discipline

•Report of all incidents resulting in suspension or expulsion (June cycle)

- Building
- Student ID and Grade
- Date and Type of Offense
- Weapon Type
- Race/Ethnicity
- Gender & LEP
- Disability Category
- Removal Type and Length
- Modified Length and Alternate Placements (expulsions only)

Screen 09 is used to report discipline incidents for all students including students with disabilities and is also used to report the number of safe schools violations. The items listed on this slide are reported for every discipline incident resulting in an out of school or in school suspension, expulsion or unilateral removal. These data are collected in the June cycle of Core Data.

We use the data reported on Screen 9 to identify significant discrepancies in suspension/expulsions rates as required by the SPP indicator.

## School-Age Placements

•Percent of children with IEPs aged 6 through 21 served:

- a. Inside the regular class 80% or more of the day
- b. Inside the regular class less than 40% of the day
- c. In separate schools, residential facilities, or homebound/hospital placements

Indicator 5

Now we're going to talk about several SPP indicators that use the December 1 child count data from Screen 11. Indicator 5 deals with school-age placements including special education placements in regular education, placements in self-contained settings, and placements in separate settings.

## ECSE Educational Environments

- Percent of children ages 3-5 with IEPs:
  - a. Attending a regular early childhood program
  - b. Not attending a regular early childhood program or kindergarten and attending a special education program
  - c. Not attending a regular early childhood program or kindergarten and not attending a special education program

Indicator 6

Indicator 6 refers to ECSE educational environments. The wording for this indicator is new due to the change in the reporting of ECSE data that occurred for the 2006-07 school year. We will need to establish new targets based on the new data.

## Disproportionality

**•Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**

**Indicator 9**

**Percent of districts with disproportional representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.**

**Indicator 10**

Indicators 9 and 10 look at racial/ethnic disproportionality and whether that disproportionality is a result of inappropriate identification. Data are used to identify districts with disproportionate representation and then a review of the district's policies, procedures and practices would determine if there are issues with identification procedures.

## Screen 11 – Child Count

- **Unduplicated count of students with disabilities as of December 1, ages 3-21, by:**
  - Building
  - Age
  - Disability category (2006-07 – Split Speech and Language Impairment into two categories)
  - Placement or educational environment category
  - Gender
  - Race/ethnicity
  - Limited English Proficiency (LEP)

Data from Screen 11 are used for SPP Indicators 5, 6, 9 and 10. Screen 11 collects what we call “child count” which is the unduplicated count of all students (ages 3-21) in the school district by building who have IEPs and who are receiving Special Education services as of December 1.

Technical assistance is available on our web site. One quick note is that the old speech/language disability category was split into Speech Impairment and Language Impairment categories for the 2006-07 school year.

## Screen 11 Miscellaneous

- **Placement vs. educational environment**
  - Placement is IEP team decision
  - Educational Environment is where the student is spending their time
- **School-age vs. ECSE**
  - School-age placements
  - ECSE educational environments

You may have noticed that we use the term placement for school-age, but educational environment for ECSE. Technically, what you are reporting for all ages is the educational environment, however for school age, often, but not always, the placement and educational environment are one and the same. So what’s the difference?

Placement is the decision that the IEP team makes, regarding how special education services are to be delivered. The placement decision is required for and recorded on the IEP. The educational environment on the other hand, refers to where the child is spending their time. For school-age, if the IEP team decides that services will be provided primarily in the regular classroom, then the educational environment and the placement are the same. The

only categories for school age that are truly environments and not placement are the correctional facility and parentally placed private school student categories. So a student in a local jail would still need a placement decision on the IEP, but for Screen 11 purposes, the code reported should be the correctional facility.

ECSE uses only the environment and very rarely can the placement and environment be cross-walked. The IEP still needs to show the placement decision, but the environment needs to be reported on Screen 11. There are technical assistance documents and worksheets on our website that can help you determine the educational environment for ECSE.

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## Screen 11 Miscellaneous

- **ECSE – separate class vs. separate school**
- **ECSE – reported by district of residence**  
(except for St. Louis County)
- **SSSH, MSB, MSD students NOT reported by local districts**
- **Review Reporting Guidelines and other Technical Assistance on web**

While we're on the subject of ECSE, I want to mention a couple of issues we had with last year's ECSE child count. One was confusion between the ECSE separate class and separate school. The separate school environment should be relatively rare in that it means that the IEP team decided that the child needs services in a separate school that is for severely disabled students, along the line of the state schools for the severely handicapped. A separate classroom, on the other hand, is more or less the ECSE classroom concept, even if that classroom is housed in a building that is physically separate from other district buildings.

ECSE students should be reported by the district of residence, not the district providing services. The exception to this is in St. Louis County only.

Just a reminder that students attending State Schools for the Severely Handicapped, or Missouri Schools for the Blind and Deaf, should not be reported by the district of residence. These students are reported by the state operated program.

Please look over the technical assistance documents that we have posted on our web site. One is a chart to help you know how to report various types or situations for students.

## Early Childhood Outcomes

- **Percent of preschool children with IEPs who demonstrate improved:**
  - a. Positive social-emotional skills (including social relationships)
  - b. Acquisition and use of knowledge and skills (including early language/communication and early literacy) and
  - c. Use of appropriate behaviors to meet their needs

Indicator 7

Now back to the SPP indicators. Indicator 7 looks at early childhood outcomes by assessing where a child is at entry and exit from ECSE in three areas:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet needs

## Early Childhood Outcomes

- **Data collected at entry and exit from ECSE**
- **Data reported to DESE at end of year**
  - All entry and exit data compiled during that school year
  - MOSIS ID used to match up entry and exit data in order to determine the outcome
- **Outcome = Progress made from entry to exit**

During 2006-07, the division held regional trainings to train ECSE personnel on this new data collection for early childhood outcomes. Any child entering ECSE after October 2006 was to be assessed, and then assessed again when they leave the program. Currently these data are being collected at the end of the year and would include any entries and any exits that occurred during the year. This is when the MOSIS ID come into play. If you had a student enter ECSE in 2006-07 at the age of 3, you should have sent the entry ratings for that child to us at the end of the year. If that child exits ECSE in 2008-09, you'll send the exit info at that time. In order for us to calculate the outcome for that child, we have to match the entry and exit data and we are using the MOSIS ID to do that match. Once we have the entry and exit data, we evaluate the progress made from entry to exit of the ECSE program.

## Early Childhood Outcomes

- For more information:  
<http://www.dese.mo.gov/divspeced/ECOtraining.html>

For more information, including the training powerpoint and tools, refer to this website.

## Parent Involvement

- 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

Indicator 8

Indicator 8 deals with parent involvement and reads the 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.

## Parent Involvement Data Collection

- **Uses two questions from the MSIP Parent Advance Questionnaire (AQ)**
  - My involvement in my child's education has improved his/her achievement
  - The school encourages parents to be involved
- **If “agree” or “strongly agree” on both, then “yes” for SPP 8**

We are collecting these data from the MSIP Parent Advance Questionnaire. We look at two items from the AQ: my involvement in my child's education has improved his/her achievement and the school encourages parents to be involved. If a parent agrees with both items then they are considered to be in agreement for purposes of this SPP indicator. These data will be included in the public report of data as it becomes available for each district.

## Child Find

- Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days

Indicator 11

Indicator 11 looks at the percent of students whose initial evaluations were conducted within appropriate timelines. This is a compliance indicator with targets of 100% for the state and districts.

## Part C to B Transition

- Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicator 12

Indicator 12 looks at the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. This is also a compliance indicator with a target of 100%.

## Monitoring Collections

- **Initial Evaluation Timelines**
  - 60 day timeline
- **Part C to Part B Transition Timelines**
  - IEP by third birthday
- **Both collected in IMACs the year prior to MSIP year**
- **More information during the MSIP special education trainings**

For both of these compliance indicators, the data are gathered in IMACS the year prior to the district's MSIP review year. You will receive much more information on this in the MSIP special education trainings.

## Screens 18/20 – Course and Assignment

- Core Data Manual Exhibit 16
- Reporting table and technical assistance on the web
- NEW for 2007-08 – No Special Education Contact Number or caseload calculation
- Data evaluated for highly qualified and appropriate certification purposes

We have now talked about the data collections associated with the SPP indicators. There are just a few other data collections that I want to touch on. The first is the personnel data collection on Screen 18/20. Please note that there are several TA documents available on our website, and Exhibit 16 in the Core Data Manual is devoted to special education educator data reporting.

A change for 2007-08 is that the Special Education Contact Number will not be collected for special education teachers and the screen will not calculate a caseload.

Personnel data are used for federal reporting purposes and are evaluated for highly qualified and appropriate certification purposes.

## Parentally Placed Private School Children with Disabilities

- **I-form due June 30**
  - Number of children **EVALUATED** during the school year
  - Number of those evaluated who were determined **ELIGIBLE**
  - Number of those determined eligible who were **SERVED** by the public school

IDEA 2004 required a couple of new district to state data collections. One is parentally-placed private school students. This is very different information than is collected on Screen 11. This looks at what occurred during the school year in terms of the number of parentally-placed private school children evaluated, and of those, how many were found eligible, and, of those, how many were served by the public school. These data are currently being collected via an I-form which is a web-based fillable form, at the end of the year.

## Early Intervening Services

- Early intervening services are services that the district may provide, using up to 15% of IDEA Part B funds, to students who have NOT been identified as needing special education and related services, but who need additional academic and behavioral support to succeed in a general education environment

A second district to state collection is in regard to early intervening services which are services that the district MAY provide, using up to 15% of IDEA Part B funds, to students who have NOT been identified as needing special education and related services, but who need additional academic and behavioral support to succeed in a general education environment.

## Early Intervening Services

- **I-form due June 30**
  - Number of students without IEPs who received early intervening services during the school year
  - Number of students with IEPs who had received early intervening services in past two school years

These data are also collected via an I-form at the end of the year. Keep in mind that you are NOT to report all students who may receive some type of intervention, only those whose interventions were funded by the 15% of Part B funds.

You will report the number of students who received early intervening services as well as the number of students who now have an IEP after having received early intervening services sometime during the past two school years.

## Ensuring Accurate Data

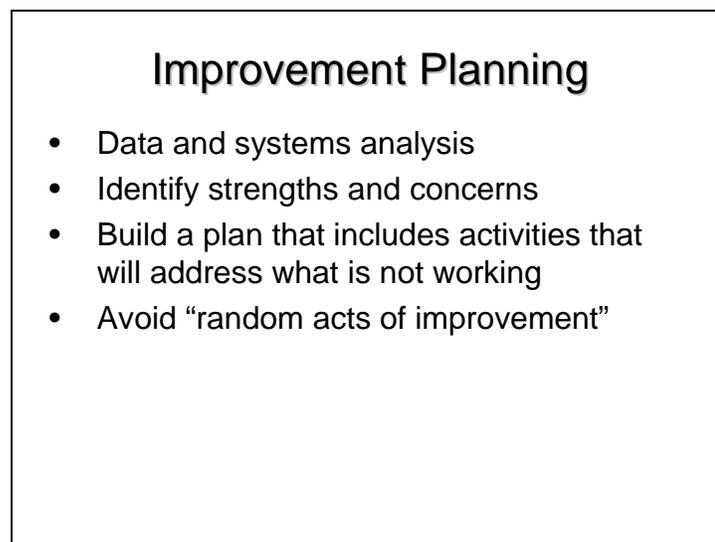
- Review Data Notes and Q&A on web
- Use the verification reports sent out by the Data Coordination section
- Fix “Edits” prior to submitting
- Total number of reported students reasonable
- Compare to other Screens that report similar data
- Compare current year to previous years and find an explanation for significant changes (+/- 10 and 10%)

So we are collecting all kinds of data and the accuracy and timeliness are really important for several reasons – one because we must consider the accuracy and timeliness of district data when assigning local determinations to districts, but mostly because districts should be using these data for program improvement efforts and you can’t make good data-based decisions without accurate data.

These are just a few very basic suggestions for ensuring accurate data. First, review the TA documents on the web and make use of the verification and summary reports that we send out. Make sure that edits on the Core Data screens are corrected prior to submitting the data. The edits are designed to rule out bad combinations of data, so use those as a first screening for accuracy of the data. Use the screen print reports available in Core Data to make sure that the totals are reasonable. Compare data across screens – a perfect example of that is the graduate and dropout data reported on Screens 12 and 13. Are the numbers consistent across the screens? We have to explain significant changes from one year to the next when we report the state-level data. We encourage you to do the same. And finally,



Use the data for improvement planning purposes. Sometimes it's not until you start digging in the data that you find odd things that may indicate interesting finds or inaccurate data.



A good improvement plan has to start with data and systems analysis in order to understand why performance levels are the way they are. A good needs assessment will help you figure out what's working and what isn't. It will result in a list of strengths and concerns. Only then can you design an improvement plan that will impact the performance levels because the plan will specifically address what is not working through carefully selected strategies. It may take a little time up front, but it will be much more likely to impact performance than random acts of improvement. The process also serves to bring more people on board with the plan, which also makes it more likely to result in positive changes.

## Data Drill Down

- **Consider multiple data sources**
  - Student Learning
  - Demographics
  - Perceptions
  - Processes
- **Ask/Determine “WHO?”**
- **Ask/Determine “WHY?”**

A good needs assessment will consider lots of information and result in lists of strength and prioritized areas of needs. So where do you start? You use a team of folks, and gather and review information. Think about what data sources are available then start drilling down by asking who and why. It has been said that if you ask WHY five times, you'll get to the root of the issue. And to answer the WHYS you need to have data available to you.

## Data Drill Down

**My district has a high dropout rate.**

- **What data sources are available?**
  - Screen 12 exit data, discipline data, school policies, family/community information. GPA, credits earned, programs available and utilized, transition plans, exit surveys, etc.

As an example, consider a district with a high dropout rate. What data sources are available? And keep in mind that data sources can be quantitative and qualitative. You're just gathering information at this point. Several potential sources are listed here including Screen 12 data, discipline information, credit and GPA information, transition plans, etc. This is by no means an exhaustive list. There could be many others available to you, and as you work on the analysis, the list could grow as additional questions are asked.

So what might be learned from these data?

The district dropout rate is also high, so not just a special education issue

Dropouts have, on average, half the number of credits of their non-dropout peers

Two work study programs are available, but serve a limited number of students

School policy on attendance includes loss of credit when certain number of days of absence reached

Transition plans don't meet requirements  
Credit recovery program is available for a select number of situations

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## Data Drill Down

**My district has a high dropout rate.**

- **WHO are the dropouts?**
  - Dropout rates by disability category
  - Dropout prevalence by disability category
  - Dropouts by age
  - Dropouts by race

So you've gathered some interesting information. The next question is WHO is dropping out. Again, go back to the data and see what it tells you. What might you find?  
Students with emotional disturbance make up a disproportionately large percentage of all dropouts

The highest number of dropouts are students with learning disabilities

Several students with mental retardation dropped out at ages 17+

Most other dropouts are 16-17 years old

White students have a higher dropout rate than other races.

And you just keep going when you find interesting or surprising information. If you were surprised by the high dropout rate for white students, start digging into that. What might you find?

All were LD students

Most went on to take the GED

Those that dropped out were far behind on credits needed for graduation

Some had repeated suspensions

Very few participated in work-study programs

## Data Drill Down

**My district has a high dropout rate.**

- **WHY are they dropping out?**
  - Number of credits as juniors low
  - District attendance policy
  - Discipline rate high with lots of suspensions
  - Lack of work experience programs to meet the needs of those dropping out

The next thing is to start pulling it all together and asking why. You may find that you need to go back and dig even deeper into the data. What might we find?

- Dropouts had a low number of credits as juniors and did not have access to the credit recovery program
- District attendance policy prevents students getting credits when they miss a certain number of days
- Discipline rate was high with lots of out of school suspensions for those who later dropped out
- Students were not engaged in traditional classroom settings
- Lack of work experience programs

The next step in the improvement planning process is to determine what your objective is – in this case it might be to decrease the dropout rate for students with disabilities, or you may want it to be even more specific than that and target the LD population. That choice is yours. And then, you identify strategies that will address the issues you discovered in the needs assessment process. Would instituting a remedial reading program help? Maybe, but the needs assessment didn't identify that as a need so it's iffy. Would a school wide behavior support system help? Probably, because it addresses the high discipline rates. Would it help to increase work experience opportunities for LD students. Absolutely.

Without doing the drill down, would you have reached the same conclusions? Maybe yes, maybe no. But having done the drilldown you can target the interventions or strategies to those students most likely to drop out and really make a difference.

This was a very abbreviated, not to mention hypothetical, needs assessment, but hopefully it showed how important it is to start the improvement planning process with a good analysis of the data. For more information on improvement planning, check out the information on our web site and the trainings that are available through the Division and the RPDCs.

**THANK  
YOU!**

This was a very abbreviated, not to mention hypothetical, needs assessment, but hopefully it showed how important it is to start the improvement planning process with a good analysis of the data. For more information on improvement planning, check out the information on our web site and the trainings that are available through the Division and the RPDCs.

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Thanks for spending some time with me. I hope it was helpful. Contact information is on your screen. Feel free to call with any questions you have.