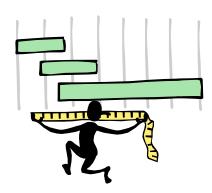Missouri Department of Elementary and Secondary Education

# *A Guide to Your Special Education District Profile*

## PURPOSE:

The purpose of this guide is to assist Missouri school district personnel in understanding the *Special Education District Profile*. Profiles are published annually for each district in the fall.

## OVERVIEW:

Each district's *Special Education District Profile* contains data entered by the district for the 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 districts 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 district performance and met/not met status for each State Performance Plan indicator.  This is an overview of district data with detail in the remainder of the *Profile*.

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

**DATA SOURCE:**
- District reported data from MOSIS December Student Core and census data (2010 Census)
- District reported data in Special Education IMACS (Transition from First Steps to ECSE) in conjunction with monitoring self-assessment
- District reported ECO data from MOSIS June Student Core

| | CALCULATION METHOD | WHAT TO ASK |
|---|---|---|
| **TABLE A1:**<br><br>Early Childhood Special Education Child Count and Participation Rates | **Participation Rate =**<br>(child count / census) x 100 | • Why is our total participation rate high, low, increasing, or decreasing?<br>• What are our child find and referral processes?<br>• What are our processes for determining eligibility? |
| **TABLE A2:**<br><br>Early Childhood Special Education Educational Environments (ages 3-pK5)<br><br>SPP Indicator 6 | **Educational Environment Percentage =**<br>(educational environment count / total early childhood special education child count) x 100 | • How do we determine placement?<br>• How do we determine the educational environment?<br>• Do we understand that the placement and educational environment are two separate concepts, required for different purposes?<br>• How do we include IEP students in settings with non-IEP peers?<br>• Are we considering the least restrictive placement for each student with an emphasis on providing services with non-disabled peers? |
| **TABLE A3:**<br><br>Transition from First Steps (Part C)<br><br>SPP Indicator 12 | **Percent developed within acceptable timelines =**<br>(IEPs developed within acceptable timelines / number referred and eligible) x 100<br><br>*Data are collected from districts in the year prior to their monitoring review.* | • Have we established a good working relationship with the First Steps SPOE office for our area?<br>• Are our processes clear on the timelines for transition from First Steps to ECSE?<br>• Is there a designated person responsible for monitoring timelines for the district?<br>• Do we have a clear understanding of the limited reasons for which it is acceptable to not have the IEP developed by the third birthday?<br>• If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance? |
| **TABLE A4:**<br><br>Early Childhood Outcome Data<br><br>SPP Indicator 7 | **Outcomes Percentage =**<br>(Number in each outcome "bucket" for each outcome area / number of children exited from ECSE during reporting year) x 100<br><br>**Summary Statement 1 =**<br>(Outcome buckets c + d / Outcome buckets a + b + c + d) x 100<br>**Summary Statement 2 =**<br>(Outcome buckets d + e / Outcome buckets a + b + c + d + e) x 100 | • Has the district been reporting the ECO data to DESE?<br>• Have all ECSE staff been trained about ECO assessment procedures?<br>• Is there a designated person responsible for ensuring that entry and exit assessments are conducted accurately and consistently?<br>• Is the district working with First Steps SPOE offices to ensure consistency between First Steps exit and ECSE entry ratings? |

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

**DATA SOURCE:**
- District reported data on MOSIS Student Core
- Child Count is as of December 1

| | CALCULATION METHOD | WHAT TO ASK |
|---|---|---|
| **TABLE B1:**<br><br>Child Count (5K-21) and Parentally-Placed Private Schools Students (PPPS) | **Incidence Rate for each Disability Category and Total =**<br>(total / total student enrollment ) x 100<br><br>**Bar Chart:**<br>Graphs the incidence rates for the district and state | • Are our incidence rates comparable to the state rates?<br>• If not, why is our total incidence rate high or low?<br>• Why are incidence rates for particular disability categories high or low?<br>• What are our referral processes?<br>• What are our processes for determining eligibility? |
| **TABLE B2:**<br><br>Percent of Students by Race/Ethnicity<br><br>SPP Indicators 9/10 | **Percent of Enrollment by Race =**<br>(the number in each racial/ethnic category / total district enrollment) x 100<br>**Percent of IEP Child Count by Race =**<br>(the number in each racial/ethnic category / total child count) x 100<br>**Percent by Disability by Race** (for each disability category) **=**<br>(the number in each racial/ethnic category / total child count in the disability category) x 100 | • Are the percentages by race consistent across enrollment, total child count and child count by disability category?<br>• If no, what is contributing to the differences?<br>• At what rate do we refer by race /ethnicity?<br>• What are our processes for determining eligibility?<br>• Are some race/ethnicity categories in more restrictive placements than others? |
| **TABLE B3:**<br><br>School-Age Educational Environments<br><br>SPP Indicators 5 | **Educational Environment Percentage =**<br>(total number in educational environment / total school age special education child count) x 100<br><br>**Bar Charts:**<br>Graphs three years of selected educational environment percentages for the district and state | • How do we determine placement?<br>• How do we include IEP students in general education classes?<br>• Are we considering the least restrictive placement as part of the IEP process for each student as determined by the IEP team?<br>• What co-teaching or other instructional models are available in the elementary, middle/junior high, and/or high school levels?<br>• What general education classes use differentiated instruction?<br>• 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 |
|---|---|---|
| **TABLE C:**<br><br>IEP MAP and MAP-A<br><br>SPP Indicator 3 | **Participation Rate =**<br>(reportable / accountable) x 100<br><br><br>**Percent Top Two =**<br>(number of proficient + number of advanced) / number of reportable x 100<br><br>**Bar Charts:**<br>Graphs three years of MAP data by grade levels for the district and state | • Why is our participation rate lower than 100%?<br>• Why are percentages decreasing, static, or low?<br>• Is the district following state guidelines for determining MAP-A eligibility?<br>• What do the results by grade level imply?<br>• How do assessment results relate to special education placements (percent of time spent in general education classrooms?<br>• How do IEP students access the general education curriculum? |

# EVALUATION DATA

**DATA SOURCE:**
- District reported data in Special Education IMACS in conjunction with monitoring self-assessment

| | CALCULATION METHOD | WHAT TO ASK |
|---|---|---|
| **TABLE D:**<br><br>Initial Evaluation Timelines<br><br>SPP Indicator 11 | **Percent within Acceptable Timelines =**<br>(Number within acceptable timelines / number evaluated) x 100<br><br>*Data are collected from districts in the year prior to their monitoring review* | • Are our processes clear on the timelines for initial evaluations?<br>• Is there a designated person responsible for monitoring timelines for the district?<br>• Do we have a clear understanding of the reasons for which it is acceptable to exceed the 60-day timeline?<br>• If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance? |

# PARENT SURVEY DATA

**DATA SOURCE:**
- MSIP Parent Advance Questionnaire (through 2010-11) and/or special education parent survey

| | CALCULATION METHOD | WHAT TO ASK |
|---|---|---|
| **TABLE E:**<br><br>Parent Survey Data<br><br>SPP Indicator 8 | **Schools Facilitated Parental Involvement Percent =**<br>(number of parents with children with disabilities who agree or strongly agree^ / number of responses) x 100<br><br>^ 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<br><br>*Data are collected from districts in conjunction with their monitoring review.* | • How does the district encourage parental involvement? |

# SUSPENSION/EXPULSION DATA

**DATA SOURCE:**
- District reported data through MOSIS Discipline Incident and Student Core

| | CALCULATION METHOD | WHAT TO ASK |
|---|---|---|
| **TABLE F:**<br><br>Suspension/ Expulsion Data by student and incident count (IEP and non-IEP)<br><br>SPP Indicator 4 | **Students IEP Rate per 100 Students =**<br>(number of IEP students with incidents reported / total child count excluding PPPS) x 100<br>**Students non-IEP Rate per 100 Students =**<br>(number of non-IEP students with incidents reported / total enrollment less child count) x 100<br><br>**Incident IEP Rate per 100 Students =**<br>(number of incidents for IEP students / total child count excluding PPPS) x 100<br>**Incident non-IEP Rate per 100 Students =**<br>(number of incidents for non-IEP students / total enrollment less child count) x 100<br><br>**Ratio of IEP : non-IEP rate =**<br>IEP rate per 100 students / non-IEP rate per 100 students<br><br>*Notes:*<br>• *ISS All = Any incident resulting in an in-school suspension.*<br>• *ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days.*<br>• *OSS All = Any incident resulting in an out of school suspension.*<br>• *OSS > 10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days.*<br>• *OSS includes out of schools suspensions, expulsion, or unilateral removals.* | • Is the average number of incidents per IEP student consistent with non-IEP students?<br>• What are our disciplinary policies?<br>• Does the data suggest that some policies may have an unintended effect?<br>• How do discipline incident rates correlate with the dropout data of IEP students?<br>• What behavioral intervention strategies are used, and are all district staff implementing them consistently? |

# SECONDARY TRANSITION DATA

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

| | CALCULATION METHOD | WHAT TO ASK |
|---|---|---|
| **TABLE G1:**<br><br>Graduation / Dropout Data for Students with Disabilities<br><br>SPP Indicators 1/2 | **4-year Graduation Rate =**<br>(Number in cohort graduating within 4 years / Special Education (IEP) cohort) x 100<br><br>**5-year Graduation Rate =**<br>(Number in cohort graduating within 5 years / Special Education (IEP) cohort) x 100<br><br>**6-year Graduation Rate =**<br>(Number in cohort graduating within 6 years / Special Education (IEP) cohort) x 100<br><br>**7-year Graduation Rate =**<br>(Number in cohort graduating within 7 years / Special Education (IEP) cohort) x 100<br><br>**Dropout Rate =**<br>(Number of IEP dropouts in grades 9-12 / Total number of IEP students in grades 9-12) x 100<br><br>**Bar Charts:**<br>Graphs multiple years of graduation data for the 4yr graduation and dropout rates for the district and state<br><br>- *For students grades 9-12, the following exit categories are added together for the <u>number of dropouts</u>: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not Known to Continue, and 08-Dropped Out.*<br>- *(N/A) Elementary districts do not report their high school students and therefore will not have a graduation or dropout rate.* | - Why is our graduation rate low or decreasing?<br>- Why is our dropout rate high or increasing?<br>- How does our graduation rate compare to our dropout rate, and how do both compare to the rates for non-IEP students?<br>- What programs and options are available to help at-risk students?<br>- What processes are in place to identify students at risk of dropping out?<br>- How do we keep IEP students engaged in learning?<br>- What are our attendance policies and do some have an unintended effect? |
| **TABLE G2:**<br><br>Secondary Transition Plans<br><br>SPP Indicator 13 | **Percent Met Requirements =**<br>(Number met requirements / number of transition IEPs reviewed) x 100<br><br>*Data are collected from districts in the year prior to their monitoring review; therefore, the data is not available for all districts every year.* | - *(See Graduation questions above)*<br>- What vocational classes are available to IEP students such as hands on classes, exploratory type classes or work study classes?<br>- 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?<br>- If less than 100%, have changes been made in procedures and practices to ensure full compliance? |

| | CALCULATION METHOD | WHAT TO ASK |
|---|---|---|
| **TABLE G3:**<br><br>Follow-up on Previous Year's Graduates and Dropouts (IEP)<br><br>SPP Indicator 14 | **A.     Enrolled in Higher Education =**<br>(Sum of (4-year and 2-year college where at least one term completed) / total graduates and dropouts) x 100<br><br>**B.     Enrolled in higher education or competitively employed =**<br>(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<br><br>**C.     Total Employed & Continuing Education =**<br>(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<br><br>**Bar Chart:**<br>Graph of graduate follow-up categories for the district and state | • How do we know if IEP students are employed or continuing their education after graduating from high school?<br>• How can we better conduct follow-up on dropouts?<br>• What opportunities (skills, activities, classes, programs, etc.) leading to successful post-secondary outcomes do IEP students have access to before leaving high school?<br>• What are our expectations for students with disabilities?<br>• How do our percentages compare to those for the state? |