

## Missouri Annual Performance Report (APR) Summary Special Education Part B

Annual Determinations based on 2006-07 data through 2017-18 data: Meets Requirements  
 Determination based on 2005-06 data: Needs Assistance

	Indicator	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19 Target	Gap from Target	Progress/Slippage
1	4-Year Adjusted Cohort Graduation Rate <sup>1</sup>		68.6%	72.8%	73.4%	75.3%	76.6%	77.5%	76.9%	75.8%		≥ 74.0%	✔ 1.8%	↓ -1.1%
2	Dropout Rate <sup>1</sup>	4.2%	4.1%	4.0%	2.9%	3.1%	2.4%	2.2%	2.2%	2.2%		≤ 4.8%	✔ 2.6%	↑ 0.0%
3B	MAP Participation	99.6%	99.3%	99.4%	99.5%	99.5%	99.9%	99.9%	99.5%	99.5%	99.5%	≥ 95.0%	✔ 4.5%	⇒ 0.0%
3C	MAP Proficiency English Language Arts						26.5%	29.2%	28.7%	18.6%	17.6%	≥ 20.0%	✘ -2.4%	↓ -1.0%
3C	MAP Proficiency Mathematics						17.3%	18.6%	18.2%	14.1%	14.1%	≥ 15.0%	✘ -0.9%	⇒ 0.0%
4A	Discipline	0.0%	0.0%	0.2%	0.4%	0.2%	0.0%	0.0%	2.9%	0.0%	5.3%	≤ 2.9%	✘ -2.4%	↓ -5.3%
4B	Discipline by Race/Ethnicity	0.0%	0.7%	1.6%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✔ 0.0%	⇒ 0.0%
5A	Inside Regular Education >79%	58.4%	58.6%	58.9%	58.1%	58.1%	57.7%	57.6%	57.4%	57.0%	56.8%	≥ 56.0%	✔ 0.7%	↓ -0.3%
5B	Inside Regular Education <40%	9.6%	9.3%	9.4%	9.4%	9.1%	8.9%	8.8%	8.6%	8.5%	8.3%	≤ 10.2%	✔ 1.9%	↑ 0.1%
5C	Separate Settings	3.7%	3.6%	3.6%	3.5%	3.6%	3.7%	3.6%	3.6%	3.6%	3.7%	≤ 3.7%	✔ 0.0%	↓ -0.1%
6A	ECSE Children in Regular Programs			47.2%	47.2%	47.0%	45.1%	44.2%	43.5%	43.6%	43.9%	≥ 47.3%	✘ -3.4%	↑ 0.3%
6B	ECSE Children in Special Education Programs			22.9%	22.9%	22.7%	24.2%	25.0%	24.6%	25.0%	26.1%	≤ 22.8%	✘ -3.3%	↓ -1.1%
7A	ECO Positive Social Emotional Skills: SS#1	91.9%	93.9%	93.4%	94.1%	93.8%	94.8%	95.0%	95.8%	95.7%	95.9%	≥ 93.9%	✔ 2.0%	↑ 0.2%
7A	ECO Positive Social Emotional Skills: SS#2	53.5%	51.7%	52.9%	51.3%	48.1%	46.0%	47.2%	44.8%	42.2%	42.2%	≥ 48.2%	✘ -6.0%	↑ 0.0%
7B	ECO Acquisition & Use of Knowledge & Skills: SS#1	93.5%	95.6%	94.9%	96.6%	95.5%	95.8%	96.4%	97.0%	96.2%	96.9%	≥ 95.5%	✔ 1.4%	↑ 0.7%
7B	ECO Acquisition & Use of Knowledge & Skills: SS#2	42.1%	40.8%	43.5%	43.3%	40.5%	38.0%	38.9%	38.7%	37.0%	36.4%	≥ 40.6%	✘ -4.2%	↓ -0.6%
7C	ECO Appropriate Behaviors: SS#1	91.2%	93.0%	92.5%	93.9%	93.5%	93.6%	95.2%	95.4%	95.5%	96.0%	≥ 93.5%	✔ 2.5%	↑ 0.5%
7C	ECO Appropriate Behaviors: SS#2	59.4%	57.0%	58.5%	59.5%	56.8%	54.2%	56.9%	54.3%	52.2%	51.5%	≥ 56.9%	✘ -5.4%	↓ -0.7%
8	Parent Involvement	69.3%	71.4%	77.8%	77.6%	74.5%	73.6%	75.7%	72.7%	74.4%	75.6%	≥ 70.0%	✔ 5.6%	↑ 1.2%
9	Disproportionate Representation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✔ 0.0%	⇒ 0.0%
10	Disproportionate Representation by Disability	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✔ 0.0%	⇒ 0.0%
11	Initial Evaluation Timelines	96.8%	97.8%	97.9%	97.6%	99.0%	98.0%	98.8%	99.5%	99.1%	99.0%	= 100.0%	✘ -1.0%	↓ -0.1%
12	Part C to Part B Transition Timelines	95.0%	96.6%	95.5%	93.9%	98.8%	95.5%	97.5%	98.5%	98.3%	100.0%	= 100.0%	✔ 0.0%	↑ 1.7%
13	Post-Secondary Transition Planning	91.3%	79.4%	82.3%	87.5%	88.6%	88.6%	88.3%	87.7%	94.4%	93.6%	= 100.0%	✘ -6.4%	↓ -0.8%
14A	Post-Secondary Follow-up: Statement A	23.4%	30.2%	31.6%	29.2%	29.1%	31.0%	29.6%	28.5%	25.5%	25.2%	≥ 24.4%	✔ 0.8%	↓ -0.3%
14B	Post-Secondary Follow-up: Statement B	45.9%	53.1%	54.3%	53.5%	55.6%	59.5%	60.9%	59.7%	58.3%	57.9%	≥ 46.9%	✔ 11.0%	↓ -0.3%
14C	Post-Secondary Follow-up: Statement C	50.3%	58.6%	59.7%	57.7%	60.6%	64.8%	65.9%	64.3%	62.9%	62.6%	≥ 51.3%	✔ 11.3%	↓ -0.3%
15	Resolution Settlement Agreements	55.2%	19.6%	44.1%	41.0%	37.8%	44.4%	52.9%	59.0%	21.7%	60.0%	≥ 35.3%	✔ 24.7%	↑ 38.3%
16	Mediation Agreements	90.0%	95.3%	72.0%	94.3%	90.0%	87.5%	81.0%	66.7%	81.8%	64.7%	≥ 35.3%	✔ 29.4%	↓ -17.1%

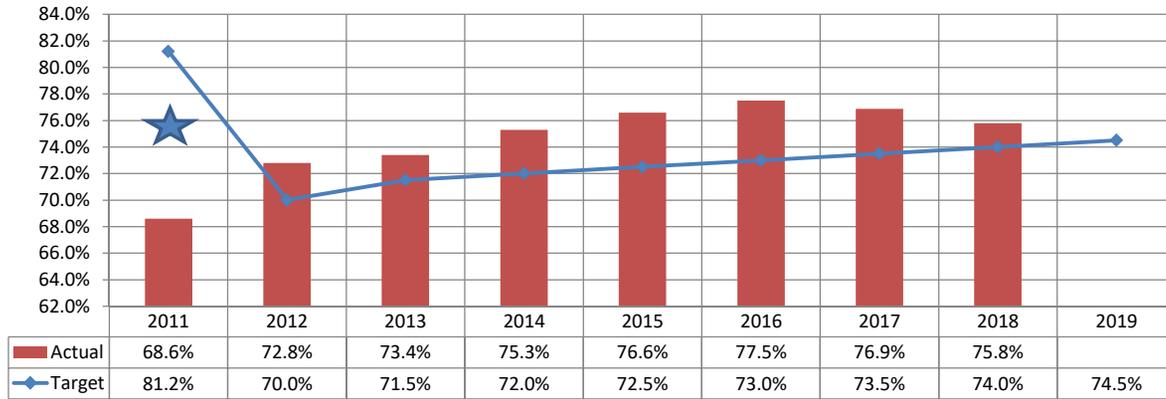
1. Data lag one year for APR

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

**SPP 1**

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

**SPP 1: Graduation Rate for Students with Disabilities**



Formula:

Four-year Adjusted Cohort Graduation Rate = Percent of students who entered 9th grade four years ago that graduated within four years. 2018 excludes G03 graduates from the numerator.

Note: Data lag a year for APR reporting

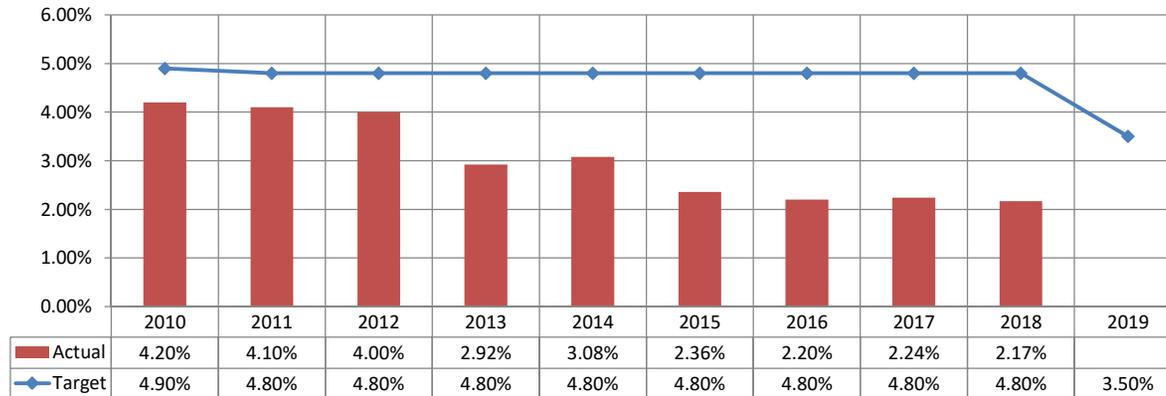
Source:  
MOSIS Student Enrollment and Attendance file

GRADUATION

**SPP 2**

Percent of youth with IEPs dropping out of high school

**SPP 2: Dropout Rate for IEP Students**



Formula:

Dropout Rate of Students with Disabilities (IEP) =  
Number of IEP dropouts (grades 9-12) / IEP student count (grades 9-12) x 100 where

Total Dropouts includes received certificate; reached maximum age; moved, not known to be continuing; and dropped out

Note: Data lag a year for APR reporting

Source:  
MOSIS Student Enrollment and Attendance file

DROPOUTS

**Special Education State Performance Plan (SPP) Indicators  
STATEWIDE PROGRESS AT A GLANCE**

**SPP 3A**

Percent of districts with a disability subgroup that meets the state's minimum "n" size that meet the state's AYP/AMO targets for the disability subgroup

This indicator is no longer applicable.

AYP/AMO

**SPP 3B**

Participation rate for children with IEPs

**SPP 3B MAP Participation Rate**



Formula:  
Participation Rate =  
(Number Participating/Number Accountable) x 100

Source:  
MAP Assessment data

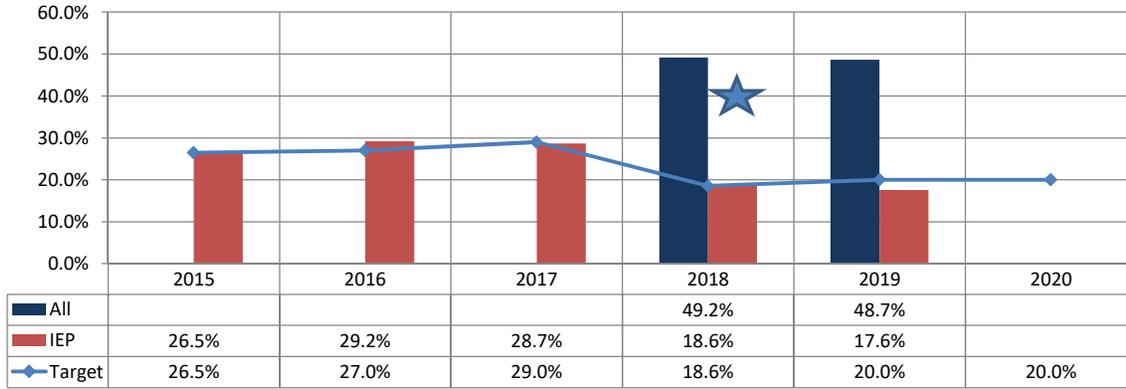
MAP PARTICIPATION

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

**SPP 3C**

Proficiency rate for children with IEPs against grade level and alternate academic achievement standards

**SPP 3C: MAP English Language Arts - % Proficient or Advanced**

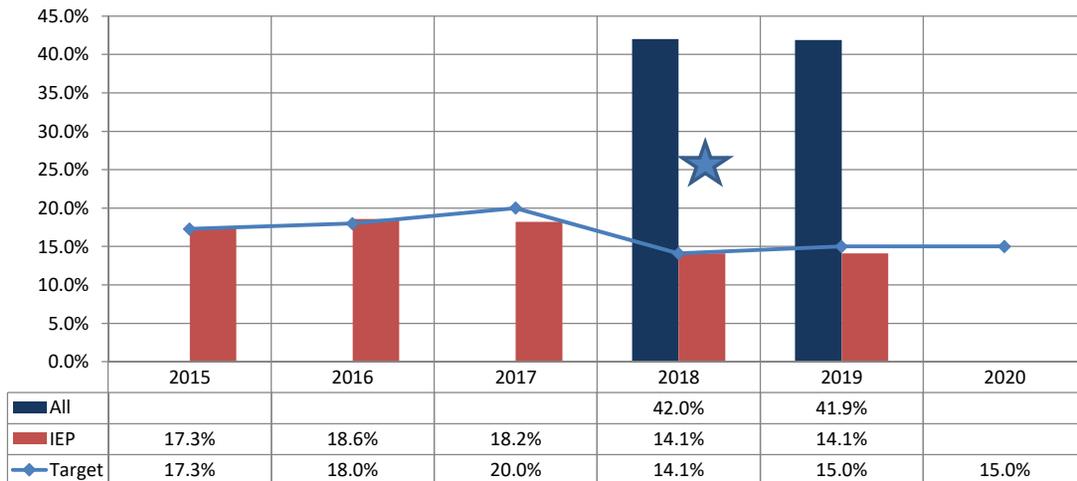


Formula:  
Percent Top 2 =  
(Number Proficient & Advanced/Number Reportable) x 100.  
Data includes all grades assessed.

Notes:  
Proficiency Rate is the percent of students scoring in Proficient and Advanced.

2017 data excludes English II and Algebra I results

**SPP 3C: MAP Mathematics - % Proficient or Advanced**



Source:  
MAP Assessment data

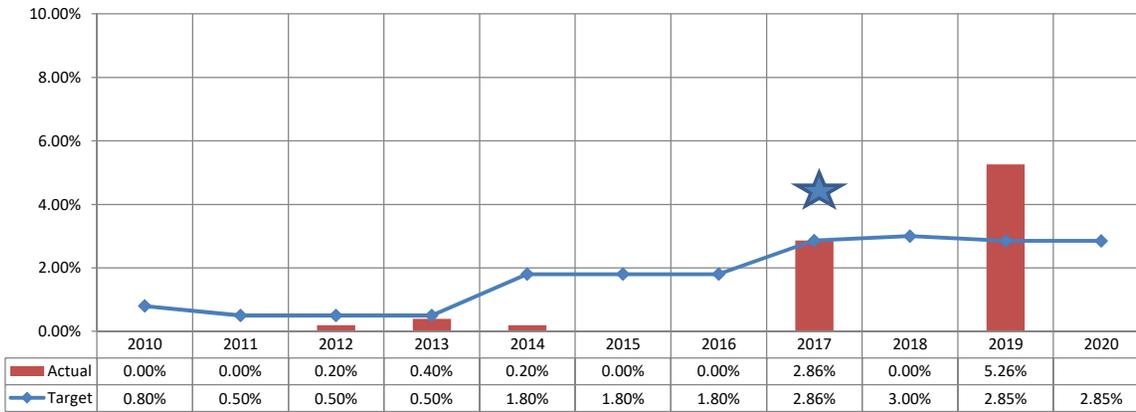
MAP ACHIEVEMENT

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

### SPP 4A

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

#### SPP 4A: Districts with Significant Discrepancies in Suspension/Expulsion Rates



Formula:

Percent =  

$$\frac{\text{Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}}{\text{Number of districts in the State}} \times 100$$

Notes:

Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.

2017: Denominator changed from all districts to the number of districts with minimum cell size.

Source:

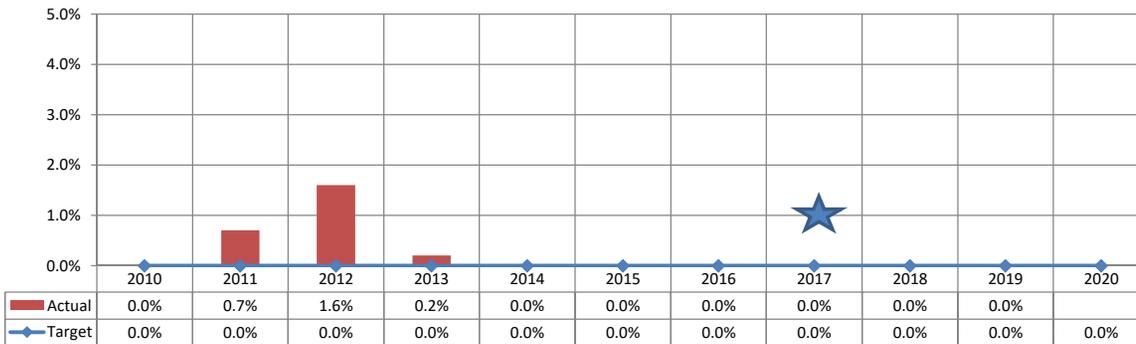
MOSIS Discipline Incident Data

DISCIPLINE

### SPP 4B

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards

#### SPP 4B: Districts with Significant Discrepancies in Suspension/Expulsion by Race/Ethnicity with Noncompliance



Formula:

Percent =  

$$\frac{\text{Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions by race ethnicity that had noncompliant policies, procedures or practices contributing to the discrepancy}}{\text{Number of districts in the State}} \times 100$$

Notes:

Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students, by race/ethnicity. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.

2017: Denominator changed from all districts to the number of districts with minimum cell size.

Source:

MOSIS Discipline Incident Data

DISCIPLINE BY RACE/ETHNICITY

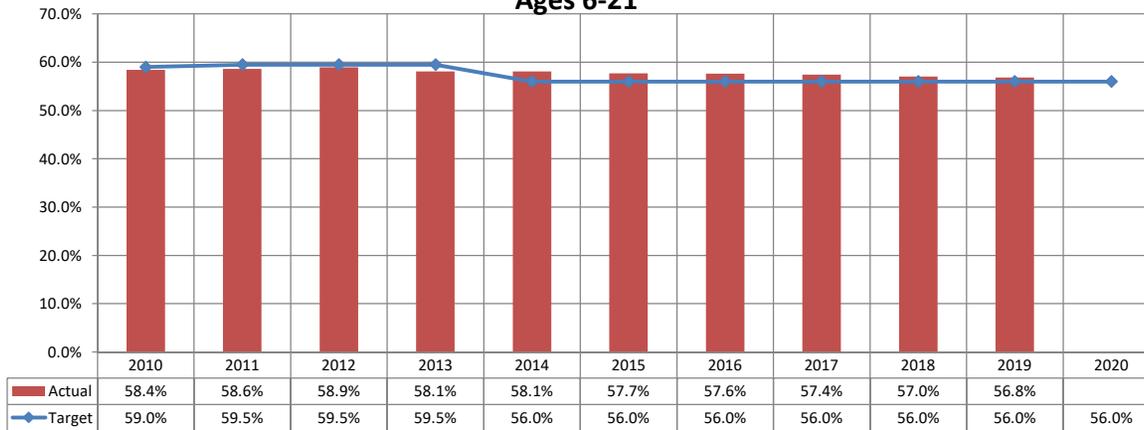
**Special Education State Performance Plan (SPP) Indicators  
STATEWIDE PROGRESS AT A GLANCE**

**SPP 5A**

Percent of children with IEPs ages 6 through 21 served inside the regular class greater than 79% of the day

**SPP 5A: Educational Environment - Inside Regular Class > 79%  
Ages 6-21**

Formula:  
Inside Regular Class >79% =  
(Number Ages 6-21 Inside Regular Education >79%/Total Age 6-21 Child Count) x 100



Source:  
Core Data Screen 11 – Child Count via MOSIS

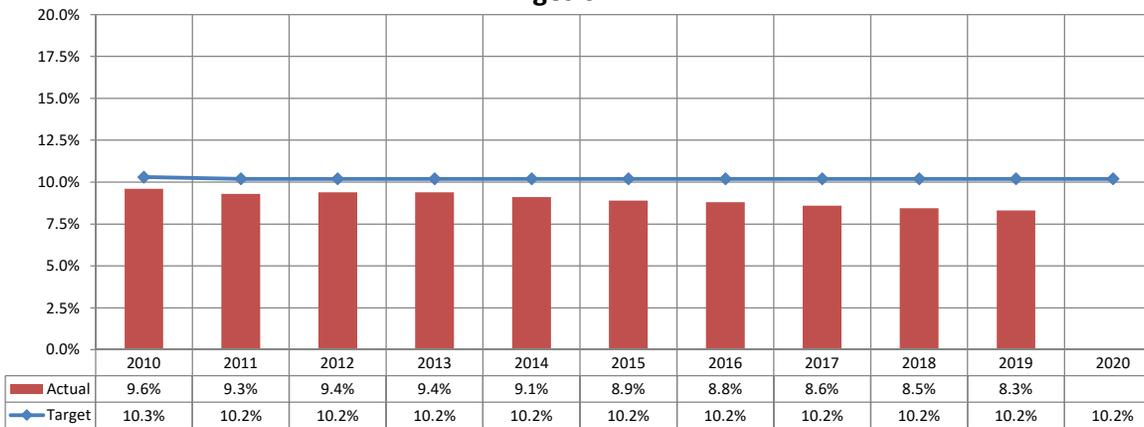
INSIDE REGULAR EDUCATION >79%

**SPP 5B**

Percent of children with IEPs ages 6 through 21 served inside the regular class less than 40% of the day

**SPP 5B: Educational Environment - Inside Regular Class < 40%  
Ages 6-21**

Formula:  
Inside Regular Class < 40% =  
(Number Ages 6-21 Inside Regular Class <40%/Total Age 6-21 Child Count) x 100



Source:  
Core Data Screen 11 – Child Count via MOSIS

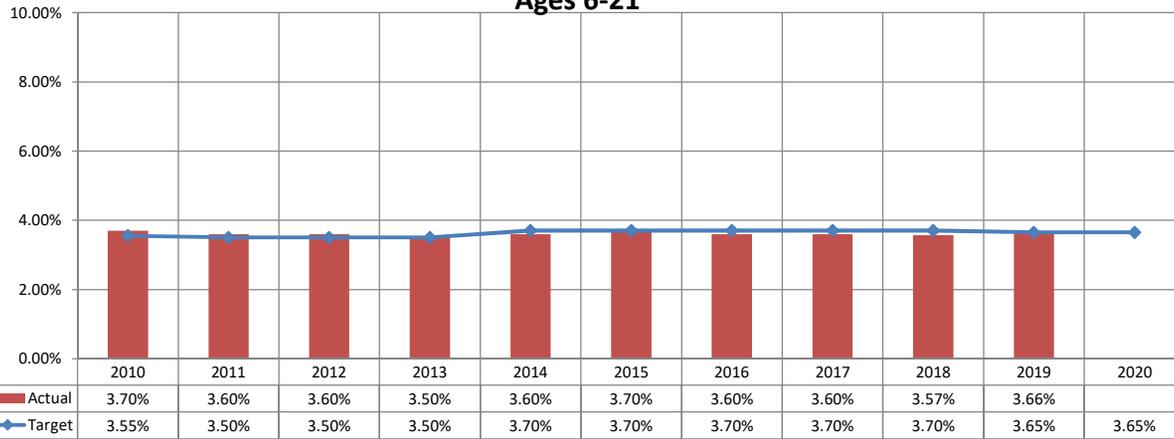
INSIDE REGULAR EDUCATION <40%

**Special Education State Performance Plan (SPP) Indicators  
STATEWIDE PROGRESS AT A GLANCE**

**SPP 5C**

Percent of children with IEPs ages 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements

**SPP 5C: Educational Environment - Separate Settings  
Ages 6-21**



Formula:

$$\text{Separate Settings \%} = \left( \frac{\text{Number Ages 6-21 in Separate Settings}}{\text{Total Age 6-21 Child Count}} \right) \times 100$$

Notes:

Separate Settings include public or private separate schools, residential placements, homebound or hospital settings, and state operated programs

Source:

Core Data Screen 11 – Child Count via MOSIS

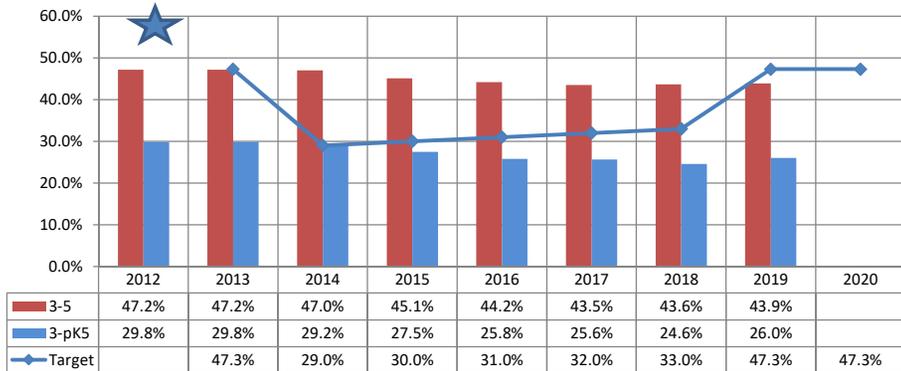
SEPARATE SETTINGS

**SPP 6**

Percent of children aged 3 through 5 with IEPs attending a:

A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and  
B: Separate special education class, separate school or residential facility

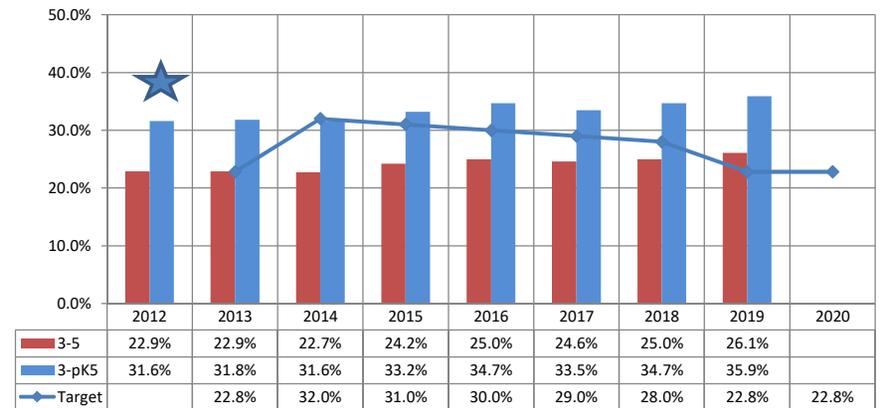
**SPP 6A: ECSE with Majority of Sped Services in Regular Program**



Formula:

$$\text{Percent} = \left( \frac{\text{Number in Category}}{\text{Total Age 3-5 Child Count}} \right) \times 100$$

**SPP 6B: ECSE Special Education Program**



Source:

Core Data Screen 11 – Child Count via MOSIS

PRESCHOOL SETTINGS

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

**SPP 7**

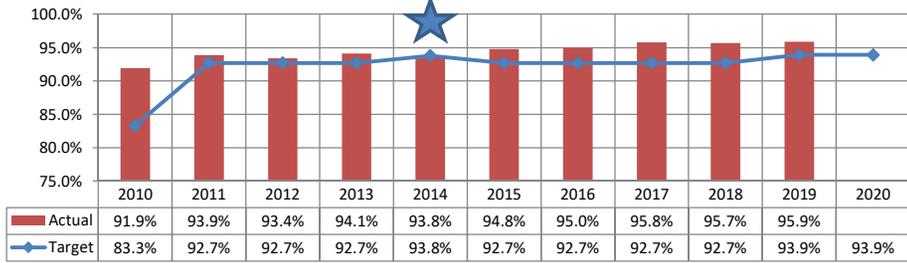
Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

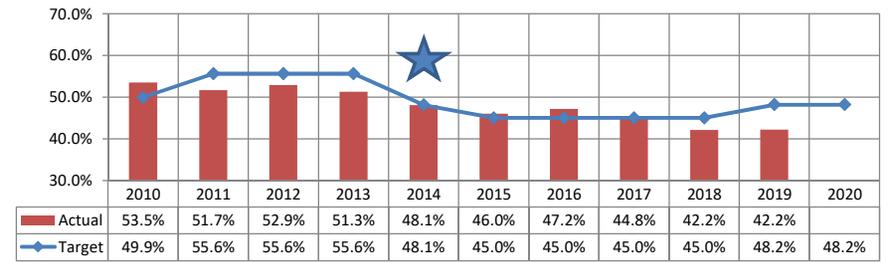
**Summary Statement 1:** Of those children who entered ECSE below age expectations, the percent who substantially increased their rate of growth by the time they exited ECSE.

**Summary Statement 2:** The percent of ECSE children who were functioning within age expectations by the time they exited ECSE.

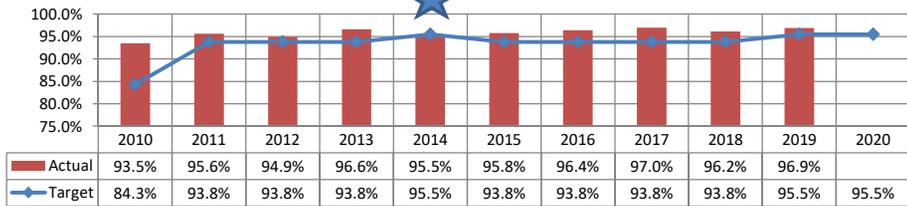
**Indicator 7A: Social-Emotional  
Summary Statement 1 (Increased Rate of Growth)**



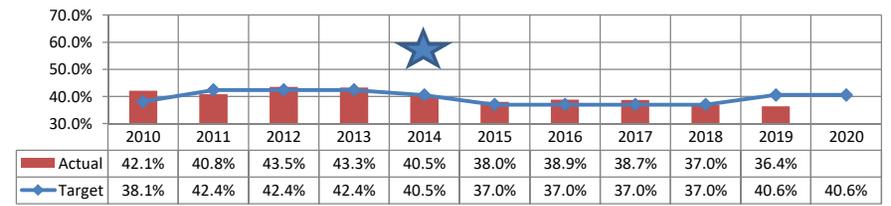
**Indicator 7A: Social-Emotional  
Summary Statement 2 (Age Appropriate at Exit)**



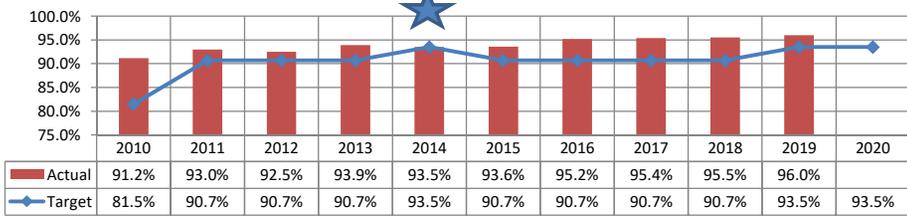
**Indicator 7B: Knowledge & Skills  
Summary Statement 1 (Increased Rate of Growth)**



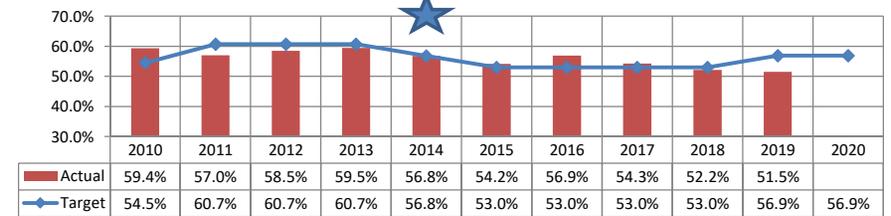
**Indicator 7B: Knowledge & Skills  
Summary Statement 2 (Age Appropriate at Exit)**



**Indicator 7C: Behaviors  
Summary Statement 1 (Increased Rate of Growth)**



**Indicator 7C: Behaviors  
Summary Statement 2 (Age Appropriate at Exit)**



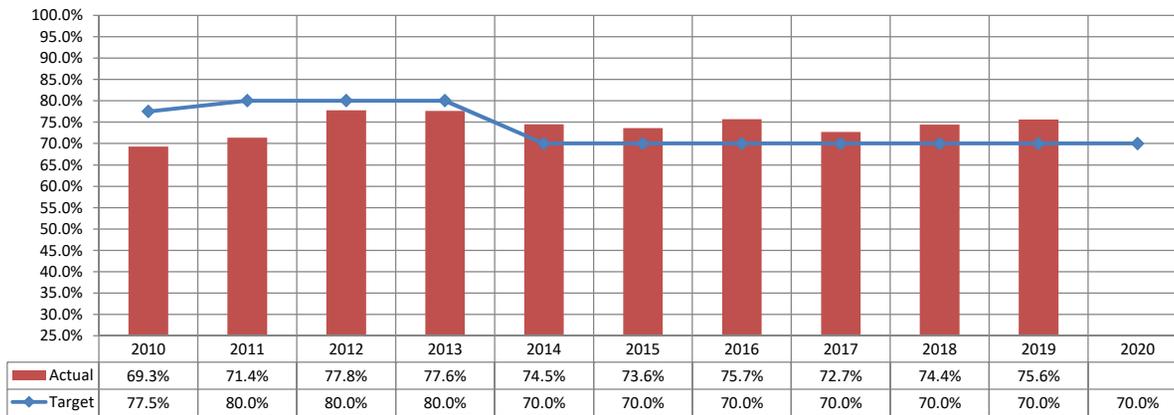
Source: ECO entry and exit ratings submitted by districts via MOSIS

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

**SPP 8**

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: Parent Involvement**



Formula:

Percent =  
(Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities/total number of respondent parents of students with disabilities) x 100

Notes:

Data collected during monitoring self-assessment year

Source:

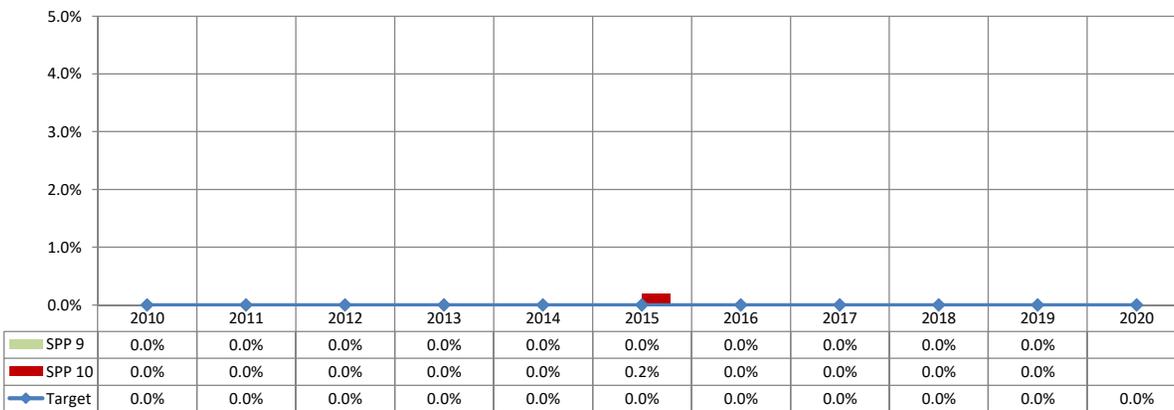
Parent Survey

PARENT INVOLVEMENT

**SPP 9 & 10**

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

**SPP 9 & 10: Disproportionate Representation  
as a Result of Inappropriate Identification**



Formula:

SPP 9 Percent =  
(Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification/Number of districts) x 100

SPP 10 Percent =

(Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification)/Number of districts) x 100

Notes:

Disproportionate representation of racial /ethnic groups determined using a risk ratio analysis. See APR for further information.

Targets are required to be 0% for these indicators

Source:

Special Education child count and district enrollment data via MOSIS

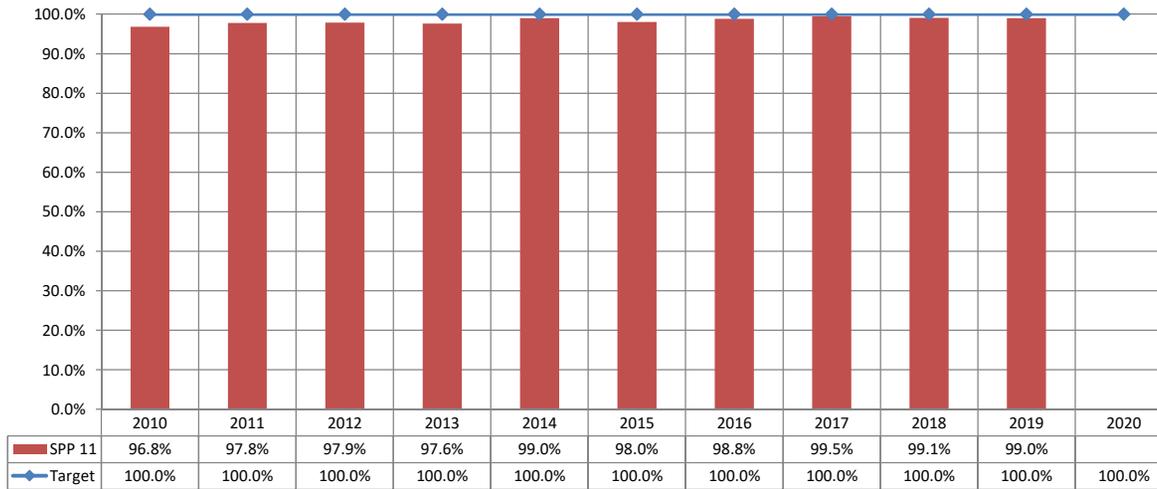
DISPROPORTIONATE REPRESENTATION

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

**SPP 11**

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation

**SPP 11: Evaluation Timelines**



Formula:

Percent =  

$$\left( \frac{\text{Number of children determined not eligible whose evaluations were completed within 60 days} + \text{Number determined eligible whose evaluations were completed within 60 days}}{\text{Number of children for whom parental consent to evaluate was received}} \right) \times 100$$

Notes:

Data on evaluation timelines collected during the monitoring self-assessment process

Targets are required to be 100% for this compliance indicator

Source:

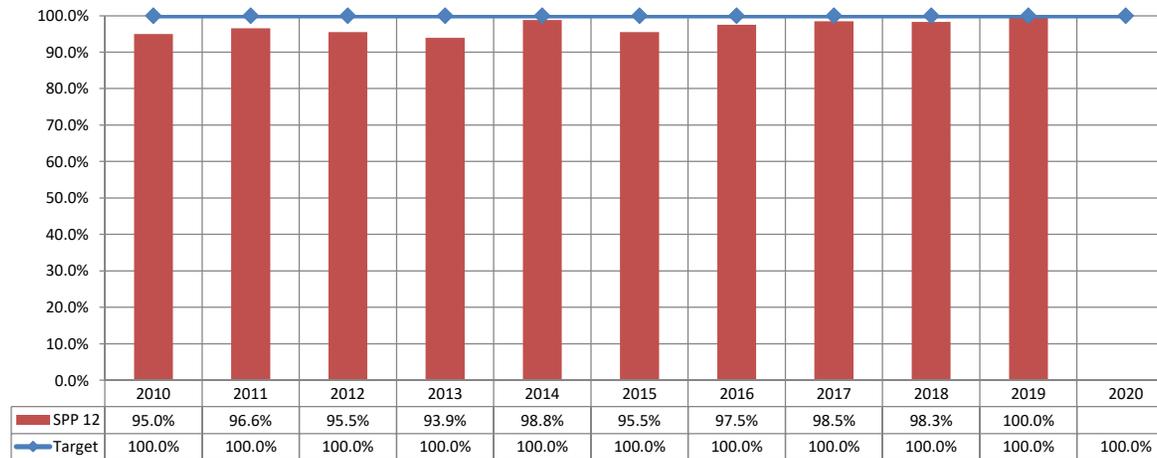
IMACS self-assessment data

EVALUATION TIMELINES

**SPP 12**

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

**SPP 12: Part C to Part B Transition Timelines**



Formula:

Percent =  

$$\left( \frac{\text{Number of children found eligible who have an IEP developed and implemented by their third birthdays}^*}{\text{Number of children served in Part C referred and found eligible for Part B}} \right) \times 100$$

\*Excludes number of children for whom parent refusal to provide consent caused delays in evaluation or initial services

Notes:

Data on Part C to B transition timelines collected during the monitoring self-assessment process

Targets are required to be 100% for this compliance indicator

Source:

IMACS self-assessment data

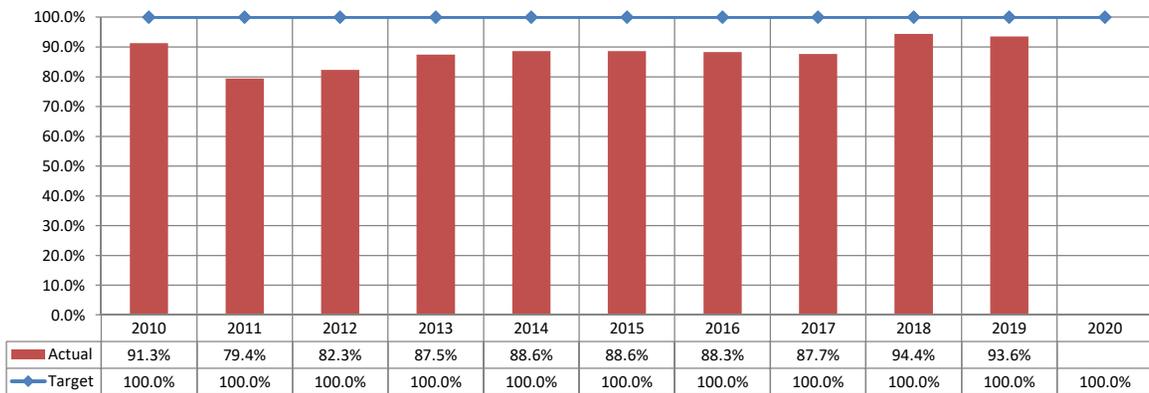
PART C TO PART B TRANSITION

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

### SPP 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

#### SPP13: Post-Secondary Transition Plans



Formula:  
Percent =  
(Number of youth with IEPs aged 16 and above with an IEP that meets the criteria above/Number of youth age 16 and above) x 100

Notes:  
Data on transition plans collected during the monitoring self-assessment process. Transition plans are evaluated using the NSTTAC checklist.

Targets are required to be 100% for this compliance indicator

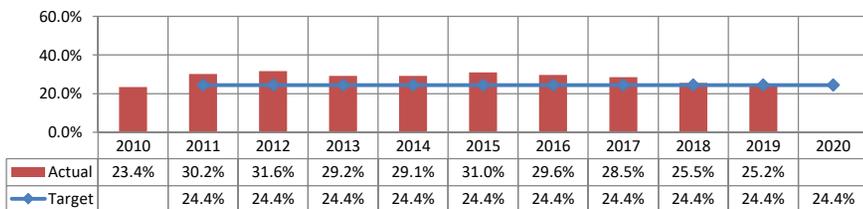
Source:  
IMACS self-assessment data

TRANSITION PLANS

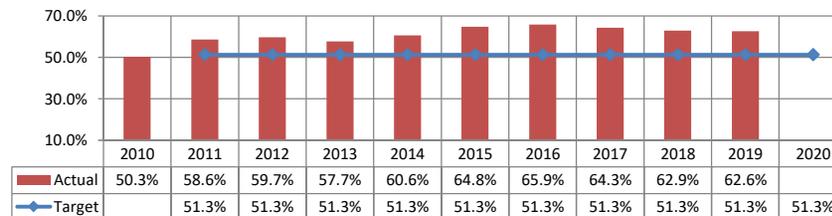
### SPP 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:  
 A. Enrolled in higher education within one year of leaving high school  
 B. Enrolled in higher education or competitively employed within one year of leaving high school  
 C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within on year of leaving high school

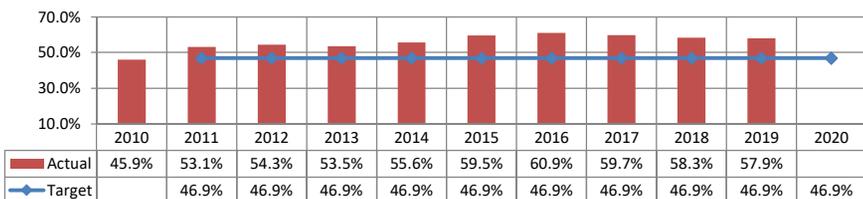
#### SPP 14A: Higher Education



#### SPP 14C: Higher Education, Other Training or Employment



#### SPP 14B: Higher Education or Competitive Employment



Source:  
Graduate and dropout follow-up reported via MOSIS

POST-SECONDARY FOLLOW-UP

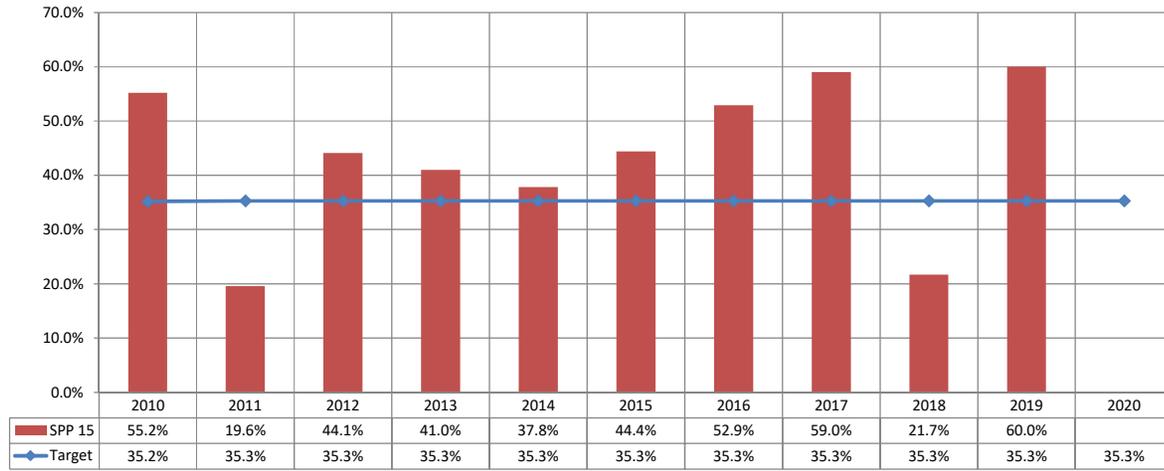
**Special Education State Performance Plan (SPP) Indicators  
STATEWIDE PROGRESS AT A GLANCE**

**SPP 15**

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

**SPP 15: Resolution Settlement Agreements**

Formula:  
SPP 15 Percent =  
(Number of hearing requests resolved through resolution settlement agreement/Total hearing requests that went to resolution session) x 100



Source:  
DESE database

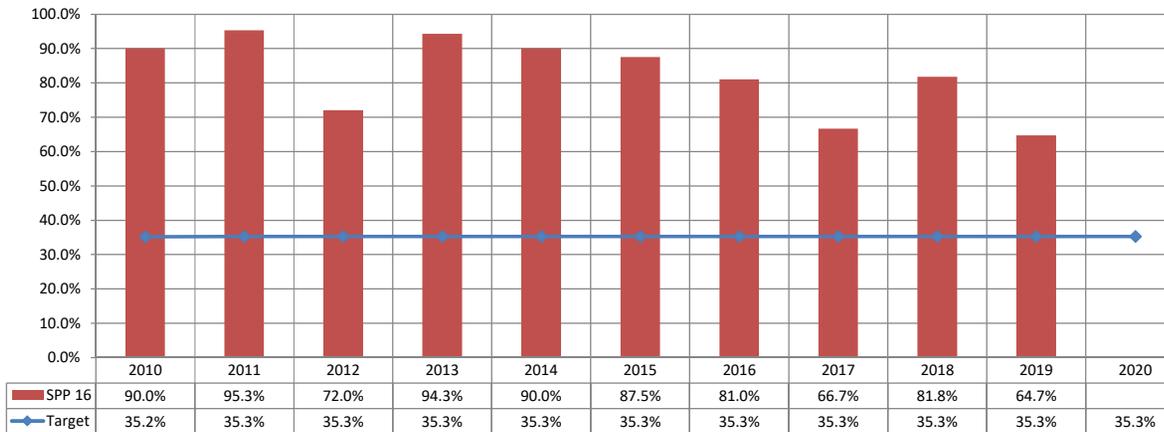
RESOLUTION SETTLEMENT AGREEMENTS

**SPP 16**

Percent of mediations held that resulted in mediation agreements

**SPP 16: Mediation Agreements**

Formula:  
SPP 16 Percent =  
(Number of mediations held that resulted in mediation agreements/Total number of mediations held) x 100



Source:  
DESE database

MEDIATION AGREEMENTS