

Missouri Annual Blind/Visually Impaired Literacy Study

December 2019



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PURPOSE

The Missouri Department of Elementary and Secondary Education (DESE), per Section 162.1136, RSMo, conducts an annual study of the educational status of eligible blind/visually impaired students and reports the findings to the Missouri Legislature on the first day of December each year. Additional copies of this report may be obtained at <http://dese.mo.gov/special-education/blindness-literacy-reports>.

BACKGROUND

The information contained in this report pertains to the twelve data elements identified by statute (Section 162.1136, RSMo). An “eligible student” is statutorily defined as “any blind or visually impaired child, including any student who has a visual acuity of 20/200 or less in the better eye with conventional correction, or has a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than 20 degrees, and who is eligible for special education services for the visually impaired as defined in the DESE State Plan” (Section 162.1130, RSMo). For the purposes of this report, “eligible student” is any student meeting the eligibility requirements for visual impairment/blindness in the Missouri State Plan for Special Education - Part B which includes the category of students previously reported as “partially sighted” (see Appendix A for the eligibility definition of visually impairment/blindness).

DATA ELEMENTS

Data Element 1: The methodology of the study.

Data provided in this study were collected from three sources – American Printing House, Inc. (APH) which collects data for the *Federal Quota Registration*; DESE which collects data on all students, including students with disabilities; and Missouri Department of Social Services (DSS), Rehabilitation Services for the Blind (RSB) which provides a variety of services to Missourians with visual impairments.

American Printing House (APH)

Data collected from APH for the *Federal Quota Registration* include students who are eligible to receive materials provided by the Federal Act to Promote the Education of the Blind (e.g., braille, large print, audio). To be eligible for the *Federal Quota Registration*, students must meet the definition of blindness, i.e. "central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist."

Data from APH includes counts of students of less than college level enrolled in any formally organized public, private, or non-profit educational program. The data are by grade placement, i.e. preschool and school age categories, and by primary reading medium. The *Federal Quota Registration* categories considered for this literacy study include preschool and kindergarten through grade twelve. Further descriptive information beyond the scope of this report may be found at <https://www.aph.org/about-federal-quota/>.

Missouri Department of Elementary and Secondary Education

DESE collects student level data from districts through the Missouri Student Information System (MOSIS). Data submitted through MOSIS are then aggregated and populated to the Core Data Collection System. These systems include data regarding students ages three to twenty-one with disabilities including students meeting the eligibility requirements for visually impaired/blindness, i.e. impairment in vision that, even with correction, adversely affects a child's educational performance. This definition includes both partial sight (visual acuity of 20/70 to 20/200 in the better eye with best correction by glasses) and blindness (visual acuity of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20 degrees or less). Note that many children ages three to pre-kindergarten five are reported as Young Child with a Developmental Delay (YCDD) regardless of disability type, and therefore, would not be included in these counts.

Other required data are collected by the department via survey. The Blind Literacy Survey (BLS) collects information annually in January concerning students recorded by APH on the *Federal Quota Registration*. This survey yields counts of blind students (ages three through twenty-one) who

- receive and no longer receive braille reading and writing instruction;
- use a slate, stylus, or other writing device; and
- received transition planning services from RSB.

In 2018-19, a total of 345 public schools and other agencies returned a survey.

Missouri Department of Social Services, RSB

RSB provided data regarding the counts of blind/visually impaired students who

- received transition planning services from RSB and
- were referred to RSB through a school district.

For further information, see <http://www.dss.mo.gov/fsd/rsb/>.

Calculations

The eligibility definition for the *Federal Quota Registration* contains similar language as the Missouri statutory definition (Section 162.1130, RSMo) and the Missouri State Plan for Special Education – Part B (see Appendix A and Appendix B). However, the varying reporting requirements for APH and MOSIS yield different counts. The primary variances are as follows:

- APH *Federal Quota Registration* counts are collected annually on the first Monday in January on the basis of blindness alone or with other disabilities with no primary disability designated.
- MOSIS counts are collected annually on December 1 on the basis of visual impairment which includes partial sight as well as blindness as the primary disability. Therefore, the visual impairment/blindness category includes students who would not be counted on the APH *Federal Quota Registration*, i.e. partially sighted, but on the other hand, would not include some students reported on APH because the primary disability designated is not partially sighted or blindness, including early childhood special education (ECSE) students in the YCDD category used by many school districts for all ECSE children.

In order to ensure validity given these variances, data from APH and MOSIS are not combined for calculation or for comparative analysis, and data sources are noted on all tables and charts.

Data Element 2: The percentage of eligible students in the study who read braille, standard print, or large print.

**Blind/Visually Impaired Students
Number and Percentage by Primary Reading Medium
Ages Three to Twenty-One**

Primary Reading Medium	2014-15		2015-16		2016-17		2017-18		2018-19	
	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
Braille Readers	89	7.9%	95	8.4%	91	7.9%	91	8.9%	82	7.9%
Visual Readers	337	29.8%	342	30.4%	356	31.0%	318	31.2%	321	30.9%
Large Print	208	18.4%	209	18.6%	216	18.8%	187	18.4%	190	18.3%
Regular Print	45	4.0%	47	4.2%	47	4.1%	39	3.8%	31	3.0%
Screen Enlargement	43	3.8%	53	4.7%	61	5.3%	66	6.5%	70	6.7%
Optical Devices	41	3.6%	33	2.9%	32	2.8%	26	2.6%	30	2.9%
Auditory Readers	59	5.2%	54	4.8%	46	4.0%	35	3.4%	26	2.5%
Pre-readers	246	21.7%	248	22.0%	270	23.5%	231	22.7%	246	23.7%
Non-readers	401	35.4%	387	34.4%	384	33.5%	344	33.8%	363	35.0%
Total	1,132	100.0%	1,126	100.0%	1,147	100.0%	1,019	100.0%	1,038	100.0%

Data Source: Data as of September 5, 2019, (reflects January 7, 2019, count date) from APH for Federal Quota Registration.

Percentage of Readers = (Number in Primary Reading Medium/Number of Eligible Students) x 100.

Primary Reading Medium Definitions (APH)

- Braille Readers – Students primarily using braille in their studies.
- Visual Readers – Students primarily using optical devices, screen enlargement, large print/type hardcopy, or regular print in their studies.
- Auditory Readers – Students primarily using a reader or auditory materials in their studies.
- Pre-readers – Students working on or toward a readiness level; older students with reading potential.
- Non-readers – Non-reading students; students who show no reading potential; students who do not fall into any of the above categories.

Findings for Data Element 2

- Non-readers comprise 35.0 percent of total blind or visually impaired students, which is higher than the national average of 30.9 percent.
- The trends of primary reading medium remain consistent over the past five years.
- The total number of registered blind or visually impaired students ages three through twenty-one increased by 1.9 percent (n=19) from 2017-18.

Data Element 3: The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in Section 162.1130, RSMo.

Note: Data reporting requirements differ between APH and MOSIS counts. See “Calculations” on page 3 for further information. Other public school districts are all Missouri public schools except MSB.

Number of Blind/Visually Impaired Students

School Year	2014-15			2015-16			2016-17			2017-18			2018-19		
	Other Public School Districts		Total Public School	Other Public School Districts		Total Public School	Other Public School Districts		Total Public School	Other Public School Districts		Total Public School	Other Public School Districts		Total Public School
	MSB			MSB			MSB			MSB			MSB		
Ages 3 to Pre-K5	48	NA	48	32	NA	32	30	NA	30	41	NA	41	48	NA	48
Ages 5K to 21	427	36	463	422	36	458	444	35	479	417	39	456	423	35	458
TOTAL	475	36	511	454	36	490	474	35	509	458	39	497	471	35	506
Annual Percent Increase/Decrease	1.7%	-12.2%	0.6%	-4.4%	0.0%	-4.1%	4.4%	-2.8%	3.9%	-3.4%	11.4%	-2.4%	2.8%	-11.4%	1.8%

Data Source: Data as of September 4, 2019, (reflects December 1, 2018, count date) from MOSIS counts. Totals for ages three to pre-kindergarten five are not applicable to MSB which serves students of kindergarten age eligibility and older. Counts include parentally-placed private school children receiving services from the public school.

APH Federal Quota Registration
Number of Blind/Visually Impaired Students

School Year	2014-15			2015-16			2016-17			2017-18			2018-19		
	Other Public and Private Schools	MSB	Total	Other Public and Private Schools	MSB	Total	Other Public and Private Schools	MSB	Total	Other Public and Private Schools	MSB	Total	Other Public and Private Schools	MSB	Total
Ages 3 to Pre-K5	161	NA	161	151	NA	151	173	NA	173	162	NA	162	170	NA	170
Ages 5 to 21	936	35	971	940	35	975	942	32	974	817	34	857	837	31	868
TOTAL	1,097	35	1,132	1,091	35	1,126	1,115	32	1,147	979	34	1,019	1,007	31	1,038
Annual Percent Increase/Decrease	5.3%	-5.4%	4.9%	-0.5%	0.0%	-0.5%	2.2%	-8.6%	1.9%	-12.2%	6.3%	-11.2%	2.9%	-8.8%	1.9%

Data Source: Data as of September 6, 2019, (reflects January 7, 2019, count date) from APH for *Federal Quota Registration*. Other Public and Private Schools include any formally organized public or private, non-profit educational program of less than college level (see Appendix B for further information).

Findings for Data Element 3

Based on MOSIS data:

- The number of blind/visually impaired students, ages three to pre-kindergarten five and those ages five kindergarten (kindergarten eligible five years old) to twenty-one in public school districts other than MSB, has increased 2.8 percent from 2017-18.
- The total number of blind/visually impaired students ages three to twenty-one has increased 1.8 percent (n=9) from 2017-18.

Based on data from APH:

- The number of blind/visually impaired students, ages three to twenty-one in public school districts other than MSB, has increased 2.9 percent (n=28) from 2017-18.
- The total number of blind/visually impaired students ages three to twenty-one has increased by 1.9 percent (n=19) for 2018-19. For the past five years, the total number of blind/visually impaired students ages three to twenty-one has decreased by 8.3 percent (n=94).

Data Element 4: The number of students currently reading braille, large print, and standard print.

Note: For definitions of academic non-graded and other registrants, see Appendix B.

Numbers of Students by Reading Medium and Grade/Level Ages Birth to Twenty-One

2018-19									
Grade or Level	Braille Readers	Large Print	Regular Print	Optical Devices	Screen Enlargement	Auditory	Non-readers	Pre-readers	Totals
Academic Non-graded	1	0	0	0	0	0	1	0	2
Infant Program	0	0	0	0	0	0	0	182	182
Pre-school	1	7	0	0	0	2	26	138	174
K	2	8	0	0	0	0	16	21	47
1	0	13	0	1	0	0	16	16	46
2	8	14	4	1	0	1	14	14	56
3	2	9	3	0	3	1	17	15	50
4	9	9	2	2	6	1	17	6	52
5	2	15	4	2	4	2	16	4	49
6	4	19	2	2	6	4	17	4	58
7	11	17	2	4	7	1	25	7	74
8	9	11	5	0	11	2	14	3	55
9	3	20	1	5	13	2	9	3	56
10	7	14	1	5	7	3	22	1	60
11	10	13	5	1	4	1	18	1	53
12	10	14	0	6	7	1	51	3	92
Functional Curriculum	3	4	0	0	2	2	20	10	41
Transition Placement	0	0	0	0	0	0	0	0	0
Other Registrants	0	2	1	0	0	3	62	4	72
Total	82	189	30	29	70	26	361	432	1,219
Percent of Total	6.7%	15.5%	2.5%	2.4%	5.7%	2.1%	29.6%	35.4%	100.0%

Data Source: Data as of September 6, 2019, (reflects January 7, 2019, count date) from APH for *Federal Quota Registration*. Visual includes optical devices, screen enlargement, large type/large print hardcopy, and regular print.

Primary Reading Medium Definitions APH

The primary reading medium definitions may be found in Data Element 2.

Findings for Data Element 4

- Approximately 6.7 percent (n=82) of students ages birth to twenty-one use braille as their primary reading medium.
- Pre-readers (students working on or toward a readiness level or older students with reading potential) and non-readers (students who show no reading potential or students who do not fall into any of the above categories) are the most common categories at 35.4 percent (n=432) and 29.6 percent (n=361) respectively.
- Less than three percent of students used regular print (2.5 percent), optical devices (2.4 percent) and auditory (2.1 percent) respectively.

Data Element 5: The number of braille-reading students who no longer receive any instruction in braille reading and writing but do receive materials in braille and braille-related services.

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Non-Instructional Recipients	31	13	20	18	21
Total Braille Readers (instructional and non-instructional)	169	161	159	162	128
Percent of Total Braille Readers	18.3%	8.1%	12.6%	11.1%	16.4%

Data Sources: Number of Non-Instructional Recipients (Braille readers not receiving braille reading and writing instruction) and Total Number of Braille Readers from Blind Literacy Survey form as of September 3, 2019.
 Percentage of Total Braille Readers = (Number of Non-Instructional Recipients/Total Braille Readers) x 100.

Findings for Data Element 5

- The number of non-instructional recipients is 21 and increased three from 2017-18.
- The percent of total braille readers increased from 11.1 percent in 2017-18 to 16.4 percent in 2018-19.

Data Element 6: The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the state of Missouri.

Note: Local public school districts are all Missouri public schools except MSB.

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Local Public School Districts	87	84	85	82	79*
MSB	19	17	17	16	16
Total Count	106	101	102	98	95

Data Source: Data as of August 30, 2019, from MOSIS and Educator Certification. Counts are of teachers certificated in Blind/Partially Sighted (kindergarten through grade twelve), employed in any Missouri public school, and teaching any special education class. MSB teacher count includes all teachers at MSB regardless of certification area.

*The number of school districts with at least one teacher certificated in blind/partially sighted has decreased 10.7 percent from 56 in 2017-18 to 50 in 2018-19. Among 79 teachers in 50 public school districts, many of them teach special education classes in multiple districts, which might cause counting one teacher in multiple districts.

Findings for Data Element 6

- While the number of teachers certificated in blind/partially sighted employed in local public schools to provide special education services has decreased 3.7 percent (n=3) from 2017-18, the number of MSB teachers remains the same.
- For the past five years, the total number of teachers certificated in blind/partially sighted employed in local public schools to provide special education services and MSB teachers has decreased 10.4 percent (n=11).

- **Data Element 7:** The number of eligible students who use a slate and stylus and/or other devices in writing braille.

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Braille Writers	169	161	159	162	128
Total Braille and Visual Readers	427	438	447	408	403
Percent of Total Braille and Visual Readers	39.6%	36.8%	35.6%	39.7%	31.8%

Data Sources: Number of Braille Writers taken from page 15 of this study as collected via Blind Literacy Survey as of September 3, 2019. Total number of Braille and Visual Readers from APH for *Federal Quota Registration* as of September 6, 2019, (reflects January 7, 2019, count date). Percentage of Total Braille and Visual Readers = Number of Braille Writers/Total Number of Braille and Visual Readers.

Findings for Data Element 7

- The number of braille writers decreased by 21.0 percent (n=34) from 2017-18, however, prior year data may have included duplicated counts.

Data Element 8: The number of eligible students educated in the general classroom (Inside Regular Class greater than 79 percent), in an itinerant or resource classroom (Inside Regular Class 40 to 79 percent), in a self-contained classroom (Inside Regular Class less than 40 percent), or in a separate educational facility.

Blind/Visually Impaired Students
Number of School Age (Five Kindergarten to Twenty-One) Placements by Age
2018-19

Age	Other Public School Districts										MSB	Total	
	Inside Regular Class >79%	Inside Regular Class 40% to 79%	Inside Regular Class <40%	Parentally Placed Private	Private Separate Day Facility	Public Separate Day Facility	Homebound/Hospital	Private Residential Facility	State Operated Separate School (except MSB)	Total Other Public Schools	Total MSB		
5K	10	1	0	0	0	0	0	0	0	0	11	0	11
6	12	3	2	2	0	0	0	0	0	0	19	0	19
7	22	3	0	0	1	0	0	0	0	0	26	0	26
8	15	8	1	0	0	0	0	0	0	0	24	0	24
9	29	8	0	0	0	0	0	0	0	0	37	1	38
10	33	11	0	1	0	0	1	0	0	0	46	2	48
11	18	1	1	0	0	0	0	0	0	0	20	1	21
12	21	16	1	0	1	0	0	0	0	0	39	4	43
13	30	12	4	0	1	0	0	0	0	0	47	2	49
14	26	7	3	0	0	0	0	0	0	0	36	4	40
15	27	11	1	0	0	1	1	0	0	0	41	5	46
16	16	12	2	0	0	0	0	0	0	0	30	4	34
17	16	4	7	0	0	0	0	0	0	0	27	2	29
18	10	4	0	0	0	1	0	0	1	1	16	7	23
19	2	1	0	0	0	0	0	0	0	0	3	1	4
20	1	0	0	0	0	0	0	0	0	0	1	2	3
21	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	288	102	22	3	3	2	2	0	1	423	35	458	
Percent	62.9%	22.3%	4.8%	0.7%	0.7%	0.4%	0.4%	0.0%	0.2%	92.4%	7.6%	100.0%	

Data Source: Data as of September 3, 2019, (reflects December 1, 2018, count date) from MOSIS counts.

Note: Other public school districts are all Missouri public schools except MSB.

Findings for Data Element 8

- More than 60 percent of blind/visually impaired students (62.9 percent) are placed inside the regular classroom more than 79 percent of the time.
- Among 458 blind/visually impaired students, 92.4 percent (n=423) are in other public school districts and 7.6 percent (n=35) are at MSB.

Data Element 9: The graduation rate of eligible students compared to those students who are not disabled.

Graduation Rates for Blind/Visually Impaired Students and All Students

Year	4-Year Graduation Data			5-Year Graduation Data			6-Year Graduation Data			7-Year Graduation Data		
	Blind/Visually Impaired		All Students	Blind/Visually Impaired		All Students	Blind/Visually Impaired		All Students	Blind/Visually Impaired		All Students
	# of Grads	Grad Rate	Grad Rate	# of Grads	Grad Rate	Grad Rate	# of Grads	Grad Rate	Grad Rate	# of Grads	Grad Rate	Grad Rate
2014-15	23	67.6%	87.9%	26	76.5%	90.2%	26	76.5%	90.6%	27	81.8%	90.8%
2015-16	20	66.7%	89.0%	22	78.6%	90.9%	23	82.1%	91.3%	23	82.1%	91.4%
2016-17	21	75.0%	89.0%	23	82.1%	90.9%	26	92.9%	91.2%			
2017-18	22	91.7%	89.3%	23	95.8%	90.9%						
2018-19	23	79.3%	89.6%									

Data Source: Data as of September 3, 2019, from MOSIS counts.

Formulas: Adjusted cohort graduation rates: Percent of students graduating within four, five, six, or seven years.

Findings for Data Element 9

- The four-year graduation rate for blind/visually impaired students decreased from 91.7 percent in 2017-18 to 79.3 percent in 2018-19. However, this is based on a small number of students, so a slight fluctuation in number of students will dramatically change the percentage of increase or decrease. The four-year graduation rate for students with visual impairments has been significantly lower than the graduation rate for all students for the last several years, but their graduation rates generally increase dramatically by the seventh year.
- For the last five years, the four-year graduation rate for blind/visually impaired students shows an increasing trend.

- On average, the gap of graduation rates between blind/visually impaired students and all students has narrowed over the years. Average four-year graduation rates were 76.1 percent in blind/visually impaired students and 89.0 percent in all students (12.9 percent gap), whereas average seven-year graduation rates were 82.0 percent and 91.1 percent between two groups, respectively (9.1 percent gap).

Data Element 10: The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.

Blind/Visually Impaired Dropout Data

Exit Category	2014-15	2015-16	2016-17	2017-18	2018-19
Received Certificate	1	0	0	0	0
Reached Maximum Age	0	0	0	0	0
Moved, Not Known to be Continuing	1	0	0	0	1
Dropped Out	3	0	1	1	0
Total Dropouts	5	0	1	1	1

Data Source: Data as of September 3, 2019, from MOSIS counts.

Blind/Visually Impaired Students Who Reached Age Twenty-One Without Attaining a High School Diploma

Exit Category	2014-15	2015-16	2016-17	2017-18	2018-19
Exited at Age 21 without Diploma	1	0	0	0	0

Data Source: Data as of September 3, 2019, from MOSIS counts. Number includes Reached Maximum Age and Received Certificate Exit Categories.

Findings for Data Element 10

In the 2018-19 school year, one blind/visually impaired student moved out of the district and is not known to be continuing in any type of educational program. In the same school year, no blind/visually impaired students reached age 21 and were terminated from formal education without attaining a high school diploma.

Data Element 11: The number of eligible students who received transition planning services with the cooperation of RSB or VR as part of their Individualized Education Program (IEP).

Note: Vocational rehabilitation services to the blind are provided by RSB rather than by VR. RSB delivers VR services to eligible blind/visually impaired students ages fourteen and over and to their families statewide (further information may be found at <https://dese.mo.gov/rehabilitation-services-blind> and <http://www.dss.mo.gov/fsd/rsb/>).

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Student Recipients	189	194	225	224	277

Data Source: Number of Student Recipients from RSB as of August 30, 2019.

Findings for Data Element 11

- The number of students who received transition planning services with the cooperation of RSB as part of their IEP has increased 23.7 percent (n=53) from 2017-18.
- The number of student recipients from RSB has gradually increased and there is a 31.8 percent (n=88) increase of the student recipients from RSB for the past five years.

Data Element 12: The number of eligible students referred to RSB or VR.

Note: Vocational rehabilitation services to the blind are provided by RSB rather than by VR. All children ages birth to twenty-one or older identified as visually impaired upon parental consent or consent of the student (if the student is at least age eighteen) are to be referred from the local education agency to RSB. Additional information concerning the referral process may be found at <https://dese.mo.gov/rehabilitation-services-blind>.

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Students Ages 0-21 Referred	62	55	76	99	90

Data Source: Data from RSB as of August 30, 2019.

Findings for Data Element 12

- The number of blind/visually impaired students referred for the first time to RSB has decreased 10 percent (n=9) from 2017-18. The decrease is explained with a dramatic increase in referrals in 2017-18, which resulted from enhanced partnering activities from the Workforce Innovation and Opportunity Act (WIOA) and growing awareness of RSB programs and services.
- The number of referred students has increased by 31.1 percent (n=28) for the past five years.

APPENDICES

APPENDIX A - Missouri State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition

Visual Impairment/Blindness Definition

Visual Impairment, including blindness, means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Criteria for Initial Determination of Eligibility

A child displays a Visual Impairment when:

- A. a visual impairment or a progressive vision loss has been diagnosed by an optometrist or ophthalmologist.
- B. visual acuity has been determined to be:
 - 1) for visual impairment, of 20/70 to 20/200 in the better eye with best correction by glasses
 - 2) for blindness, of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20 degrees or less
- C. the visual impairment adversely affects the child's educational performance.

APPENDIX B - Federal Quota Registration

The *Federal Quota Registration* is the census that records students who are eligible to receive materials provided by the federal Act to Promote the Education of the Blind. These Federal Quota accounts are maintained and administered by the APH and its Ex Officio Trustees. Instructions are distributed statewide to schools by MSB for the APH *Federal Quota Registration* as outlined by APH per federal requirements (see <http://www.aph.org/federal-quota/>).

ELIGIBILITY

To be eligible for registration in the Federal Quota Program, students **MUST** meet the following criteria, as outlined in the Act to Promote the Education of the Blind:

- Meet the definition of legal blindness: "central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist."
- Be enrolled in a formally organized public or private, nonprofit educational program of less than college level. Note: The educational programs providing services to these students can include public, private, and parochial schools.
- Be enrolled with the registering school or agency on the first Monday in January.

Eligibility of Infants, Preschool Children, and Homebound Students: Eligible infants, preschool children, and homebound students can be registered if they are enrolled in a formally organized, regularly scheduled educational or training program and have a written education plan.

Eligibility of Students Who Are Home Schooled: In order for blind students enrolled in home school programs to prove eligibility for registration in the Federal Quota Program, the home school program should meet guidelines and/or procedures in effect within the state.

Eligibility of Adults: There is no chronological age limit for eligibility. The federal law limits registration to persons working at less than college level, but places no restriction on the age of eligible students. Legally blind adult students in education programs must "have a written instruction plan and be enrolled in and attend, on a regular basis, an

instructional program of at least 20 hours of instruction per week. Social and leisure programs do not qualify as instructional programs.”

INFORMATION TO BE REPORTED

For each eligible student, the following data must be reported (see reporting codes and definitions below):

- name of the school district, private school, or agency enrolling the student
- name of student
- date of birth
- grade placement
- measurement of vision in the right eye, measurement of vision in the left eye
- primary reading medium
- secondary reading medium
- any additional reading medium
- written education plan (indication that one exists)

DEFINITIONS OF REQUIRED INFORMATION AND REPORTING CODES

Preschool and School Age Students: This is not to include any eligible participants over school age.

<u>Reporting Code</u>	<u>Definition</u>
IP	Infants: Children of preschool age served by infant programs
PS	Preschool Students: Children of preschool age served by preschool programs
KG	Kindergarten Students: Children enrolled in kindergarten classes
01-12	Students of School Age: Determined by state law, in regular academic grades 1 through 12. Please indicate grade placement by using numerals 01 through 12
AN	Academic Non-graded: Students of school age, as determined by state law, who are working to acquire skills necessary for placement in a regular grade
VO	Vocational Students: Students of school age who are in vocational training (e.g., students enrolled in a program that leads to independent employment). This does not include students with multiple disabilities in pre-vocational programs or classes
PG	Post-graduate Students: Students of school age, as determined by state law, in a post-graduate high school program, studying at less than college level
OR	Other Registrants: Students of school age, as determined by state law, who do not fall into any of the above placements (e.g., students enrolled in classes for nonacademic students)
AD	Adult Students: Adults above school age (over 21 years of age) in educational programs of less than college level

Vision Measurements and Reporting Codes

<u>Reporting Code</u>	<u>Visual Measurement</u>
20/200	Distance Vision: 20/200 or less with maximum correction using the Snellen Chart (example: 20/200 or 20/400)
VF	Visual Field: Restricted field of 20 degrees or less (add the degree of restriction after the VF code, for example: VF20, VF10, VF6)
CF	Counts Fingers: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart
FDB	Functions at the Definition of Blindness: Use when visual functioning is reduced by a brain injury or dysfunction and visual acuity is not possible to determine using the Snellen Chart; includes cortical visual impairment (CVI)
HM	Hand Movements: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart
OP	Object Perception: Should be used only when an eye specialist finds it is not possible to use the Snellen Chart. This may be noted on the eye report as CSM (central steady maintained if an object is used in testing) or some variation of this descriptor
LP	Light Perception only or perceives and localizes light: This may be noted on eye report as LPP (light perception with projection), BTL (blinks to light), or CSM (central steady maintained if light is used in testing). If CSM is reported but the stimulus used in testing is not indicated, use Light Perception as the eye measurement
NIL	Totally Blind with no light perception

Reading Media

Primary Reading Media and Reporting Codes: The primary reading medium is to be reported for each student using the following reporting codes. Only these codes will be accepted. Note: Infants and preschoolers identified as visual, Braille, or auditory readers should be reported using the appropriate media code.

<u>Reporting Code</u>	<u>Primary Reading Medium</u>
B	Braille Readers: Students primarily using Braille in their studies
A	Auditory Readers: Students primarily using a reader or auditory materials in their studies
P	Pre-readers: Students working on or toward a readiness level; infants, preschoolers, or older students with reading potential
S-R	Symbolic/Non-readers: Non-reading students; students who show no reading potential; students who do not fall into any of the above categories (this code was formerly N-R but was changed for the 2018 registration for improved clarity)
DV	Optical Devices: Students using optical devices that may be used with standard print as an aid to reading print
EL	Screen Enlargement: Students using large print via electronic screen enlargement software or a video magnifier as an aid to read print
LT	Large Type/Large Print Hardcopy: Students using large print hardcopy
RP	Regular Print

Secondary and Additional Reading Medium

- Secondary Reading Medium is the reading format used to some extent as a second choice.
- Additional Reading Medium is a reading format beyond the primary and secondary mediums that is used some of the time.

<u>Reporting Code</u>	<u>Secondary/Additional Reading Medium</u>
B	Braille Readers: Students using Braille in their studies
A	Auditory Readers: Students using a reader or auditory materials in their studies
DV	Optical Devices: Students using optical devices that may be used with standard print as an aid to reading print
EL	Screen Enlargement: Students using large print via electronic screen enlargement software or a video magnifier as an aid to read print
LT	Large Type/Large Print Hardcopy: Students using large print hardcopy
RP	Regular Print: Students using standard print with no enlargement
NA	Not Applicable: Student with no additional reading media

Written Education Plans/Assessments and Reporting Codes

<u>Reporting Code</u>	<u>Written Plan/Assessment</u>
IEP	Individualized Education Program
504 Plan	A legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular education setting. It is not an IEP as is required for special education students. However, a student moving from a special education to a regular education placement could be placed under a 504 plan.
Other	Any other written education plan
LVA	Clinical Low Vision Evaluation: an assessment of visual functioning that is conducted by an optometrist or ophthalmologist who specializes in low vision and includes tasks to identify whether an individual could benefit from the use of optical devices (reading glasses, magnifiers) or services (instruction in the use of devices)
LMA	Learning Media Assessment: an objective process of systematically selecting learning and literacy media for students with visual impairments

APPENDIX C - DESE Special Education Educational Environments and Dropout Categories

SPECIAL EDUCATION EDUCATIONAL ENVIRONMENT CATEGORIES

Public Schools - School Age Educational Environment Categories (Ages Five Kindergarten to Twenty-One)

Inside regular class 80 percent or more of the day: Students with disabilities who are inside the regular classroom for 80 percent or more of the school day. This may apply to students with disabilities placed in

- regular class with special education/related services provided within regular classes.
- regular class with special education/related services provided outside regular classes.
- regular class with special education services provided in resource rooms.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services.

Inside regular class no more than 79 percent of the day and no less than 40 percent of the day: Students with disabilities who are inside the regular classroom between 40 and 79 percent of the day. This does not apply to students who are receiving education programs in public or private separate school or residential facilities. This may apply to students placed in

- resource rooms with special education/related services provided within the resource room.
- resource rooms with part-time instruction in a regular class.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services.

Inside regular class less than 40 percent of the day: Students with disabilities who are inside the regular classroom less than 40 percent of the school day. This does not apply to students who are receiving education programs in public or private separate school or residential facilities. This category may apply to students placed in

- self-contained special classrooms with part-time instruction in a regular class.
- self-contained special classrooms with full-time special education instruction on a regular school campus.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services.

State Operated Separate School: This category should only be used by MSB, Missouri School for the Deaf (MSD), and Missouri Schools for the Severely Disabled (MSSD). Regular districts should no longer report resident students who are attending these state operated programs.

Private Separate (Day) Facility: Students with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other than a parochial school. This includes those approved private agencies with whom districts contract to provide special education services to students within their district.

Public Separate (Day) Facility: Students with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by a public school. This does not include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

Homebound/Hospital: Due to student's illness, medically fragile condition, or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

Private Residential Facility: Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities, who are placed by the public school IEP team. This does not include students living in private residential facilities but attending public schools.

Parentally Placed Private School Children: Students with disabilities who are parentally placed in private schools, including home schools, and are receiving special education and related services from the public school.

SPECIAL EDUCATION DROPOUT CATEGORIES

Dropout Categories (Ages Fourteen to Twenty-One)

***Received a Certificate:** Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who reached age twenty-one or otherwise terminated their education and who have met the district's attendance requirements.

***Reached Maximum Age:** Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and did not receive a diploma or certificate of attendance.

***Moved, Not Known to be Continuing:** Students with disabilities who have moved out of the district and are not known to be continuing in any type of educational program (i.e. no records request from another educational program).

***Dropped Out:** Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through any of the other categories. This includes dropouts, runaways, expulsions, GED recipients, and status unknown.

* These categories are combined for dropout calculations.