

Missouri Annual Blind/Visually Impaired Literacy Study December 2013



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PURPOSE

The Missouri Department of Elementary and Secondary Education, 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 December 1st each year. Additional copies of this report may be obtained at <http://dese.mo.gov/divspeced/Blind/blindlitreports.html>.

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 twenty degrees, and who is eligible for special education services for the visually impaired as defined in the Department of Elementary and Secondary Education 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 DESE/DSE 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*, Missouri Department of Elementary and Secondary Education (DESE) which collects data on all students including students with disabilities and Missouri Department of Social Services, 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 utilized 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 preschool categories include ages 0 to preK5, and the school age categories include grades K-12, academic non-graded, adult students, and other registrants enrolled and having an Individualized Education Program (IEP) (see Appendix B-Federal Quota Registration for descriptions). Further descriptive information beyond the scope of this report may be found at http://www.aph.org/fedquotpgm/eot_handbook.html.

Missouri Department of Elementary and Secondary Education (DESE)

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 data systems include data concerning students ages 3-21 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). These data include counts of students by age and by school district (for further descriptive information, see <http://www.dese.mo.gov/divimprove/coredata/CDcollect.html>). Note that many children ages 3 to PreK5 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 collects information annually in January concerning the literacy level of students recorded by APH on the *Federal Quota Registration*. This survey yields counts of blind students (ages 3 through 21) who:

- receive and no longer receive Braille reading and writing instruction
- use a slate, stylus or other writing device
- received transition planning services from Rehabilitation Services for the Blind
- were referred to Rehabilitation Services for the Blind

In 2012-2013, a total of 335 public schools and other agencies returned a survey.

Missouri Department of Social Services, Rehabilitation Services for the Blind (RSB):

The Missouri Department of Social Services, Rehabilitation Services for the Blind provided data regarding the counts of blind/visually impaired students who:

- received transition planning services from Rehabilitation Services for the Blind
- were referred to Rehabilitation Services for the Blind through a school district

For further information, see <http://www.dss.mo.gov/fsd/rsb/> and <http://www.dese.mo.gov/divspced/Blind/RSB.html>.

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 (see Appendix A and Appendix B). However, the varying reporting requirements for APH and DESE 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.
- DESE 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 DESE 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 Young Child with a Developmental Delay category used by many school districts for all ECSE children.

In order to ensure validity given these variances, data from APH and DESE 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, print, or large print.

**Blind/Visually Impaired Students
Percentage by Primary Reading Medium
Grades K to 12**

Primary Reading Medium	School Year									
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	#	%	#	%	#	%	#	%	#	%
Braille Readers	107	12.8%	104	12.5%	93	11.8%	92	12.7%	105	11.6%
Visual Readers	285	34.1%	268	32.3%	264	33.6%	245	33.7%	291	32.3%
Large Print	171	20.5%	165	19.9%	153	19.5%	137	18.8%	179	19.8%
Regular Print	16	1.9%	24	2.9%	29	3.7%	29	4.0%	37	4.1%
Screen Enlargement	36	4.3%	18	2.2%	20	2.5%	25	3.4%	29	3.2%
Optical Devices	62	7.4%	61	7.3%	62	7.9%	54	7.4%	46	5.1%
Auditory Readers	78	9.3%	73	8.8%	45	5.8%	42	5.7%	46	5.1%
Pre-readers	41	4.9%	63	7.6%	50	6.4%	60	8.3%	119	13.2%
Non-readers	324	38.8%	324	39.0%	333	42.4%	288	39.6%	341	37.8%
Total	835	100.0%	832	100.0%	785	100.0%	727	100.0%	902	100.0%

Data Source: Data as of 9/18/2013 from APH Services, Inc. for Federal Quota Registration.
Percentage of Readers = (Number in Primary Reading Medium/Number of Eligible Students) x 100.

Note: Grades K to 12 include Academic Non-Graded and Other Registrants.

Primary Reading Media 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:

Based on data from APH Services:

- The number of Pre-readers has nearly doubled since 2011-2012. The Missouri School for the Blind provided additional guidance in January 2013 on the APH definitions of pre-reader and non-reader in order to ensure the accurate reading medium for the child was represented.

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 DESE MOSIS counts. See "Calculations" on page 3 for further information. Other public school districts are all Missouri public schools except Missouri School for the Blind (MSB).

Number of Blind/Visually Impaired Students

	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	Other Public School Districts	MSB	Total Public School	Other Public School Districts	MSB	Total Public School	Other Public School Districts	MSB	Total Public School	Other Public School Districts	MSB	Total Public School	Other Public School Districts	MSB	Total Public School
Ages 3 to PreK5	47	NA	47	48	NA	48	40	NA	40	29	NA	29	36	NA	36
Ages 5K to 21	429	69	498	435	65	500	427	47	474	453	43	496	463	45	508
TOTAL	476	69	545	483	65	548	467	47	514	482	43	525	499	45	544
Annual Percent Increase/Decrease	2.1%	1.5%	2.1%	1.5%	-5.8%	0.6%	-3.3%	-27.6%	-6.2%	3.2%	-8.5%	2.1%	3.5%	4.6%	3.6%

Data Source: Data as of 9/18/2013 from DESE MOSIS counts. Totals for Ages 3 to PreK5 are not applicable to MSB which serves students ages 5K 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**

	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & (Private) Schools	MSB	Total	Other Public & (Private) Schools	MSB	Total
Ages 3 to PreK5	112	NA	112	114	NA	114	119	NA	119	136 (20)	NA	136	209 (3)	NA	209
Ages 5K to 21	800	67	867	803	62	865	776	46	822	803 (20)	34	837	870 (3)	37	907
TOTAL	912	67	979	917	62	979	895	46	941	939	34	973	1079	37	1116
Annual Percent Increase/Decrease	1.9%	-6.9%	1.2%	0.6%	-7.5%	0.0%	-2.3%	-25.8%	-3.8%	4.9%	-26.0%	3.4%	14.9%	8.8%	14.6%

Data Source: Data as of 9/18/2013 from American Printing House Services Inc. for Federal Quota Registration. Other Public & 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 DESE Core Data:

- The number of blind/visually impaired students, ages 3 to PreK5 and those ages 5K to 21 in public school districts other than Missouri School for the Blind, has shown an increase in 2012-2013.
- The total number of blind/visually impaired students increased 3.6% from 2011-2012.

Based on data from APH Services:

- The total number of blind/visually impaired students ages 3 to PreK5 has increased 53.6% and ages 5K to 21 has increased 8.3% from 2011-2012.

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.

Number of Readers by Reading Medium and Grade Level

2012-2013

Grade or Level	Braille Readers	Large Print	Regular Print	Light Perception	Optical	Screen Enlargement	Auditory	Non-Reader	Pre-Reader	Totals
Academic Non-graded	0	1	0	0	0	0	0	4	3	8
Infant Program	1	0	0	0	0	0	1	0	154	156
Pre-school	6	4	0	0	0	0	5	33	136	184
K	3	3	2	0	0	0	3	15	44	70
1	11	9	2	0	1	0	2	28	23	76
2	7	12	4	0	2	3	2	25	17	72
3	5	18	2	0	6	0	3	23	9	66
4	5	16	1	0	5	3	1	24	3	58
5	12	13	4	0	2	3	0	28	3	65
6	11	15	2	0	2	4	3	25	2	64
7	6	12	5	0	4	1	4	30	3	65
8	8	12	3	0	6	2	5	17	3	56
9	8	14	2	0	6	3	6	18	0	57
10	5	10	2	0	7	0	5	19	2	50
11	13	13	3	0	2	7	4	13	1	56
12	10	30	5	0	3	3	4	52	2	109
Other Registrants	1	1	0	0	0	0	4	20	4	30
Adult Students	0	1	0	0	0	0	18	46	0	65
Total	112	184	37	0	46	29	70	420	409	1307
Percent of Total	8.6%	14.1%	2.8%	0.0%	3.5%	2.2%	5.4%	32.1%	31.1%	100.0%

Data Source: Data as of 9/18/2013 from American Printing House Services, Inc. for Federal Quota Registration. Visual includes optical devices, screen enlargement, large type/large print hardcopy and regular print.

Primary Reading Media Definitions (APH):

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

Findings for Data Element 4:

Based on data from APH Services:

- Of the total number of students, 8.6% use Braille as their primary reading medium. Large print at 14.1% was the most common visual media and screen enlargement at 2.2% was the least used.
- Non-readers account for 32.1% and Pre-readers 31.1% of students; however, 70.9% of the total numbers of Pre-readers are in Pre-school and/or infant/toddlers.

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.

**Braille Readers
Receiving Braille and Related Services and/or Materials
But Not Receiving Braille Reading/Writing Instruction**

School Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of Non-Instructional Recipients	28	38	44	35	28
Total Braille Readers (instructional & non-instructional)	116	115	109	112	127
Percent of Total Braille Readers	24.1%	33.0%	40.4%	31.3%	22.0%

Data Sources:

- Number of non-instructional recipients (Braille readers not receiving Braille reading and writing instruction from Blind Literacy Survey form (DESE-DSE) as of 9/23/13.
- Total Number of Braille Readers from Blind Literacy Survey form as of 9/23/13.
- Percentage of Total Braille Readers = (Number of Non-Instructional Recipients/Total Braille Readers) x 100

Findings for Data Element 5:

Based on the data received:

- The number of non-instructional recipients continues to decrease, this year by 20%, while the total Braille Readers (instructional & non-instructional) continues to increase, this year by 13.4% from 2011-2012 to 2012-2013.

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 Missouri School for the Blind (MSB).

Teachers with Blind or Visually Impaired Certification and/or Teachers of the Blind/Visually Impaired Employed in Missouri Public Schools

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Local Public School Districts	100	88	92	95	93*
MSB	33	29	23	19	20
Total Count	133	117	115	114	113

Data Source: Data as of 10/23/13 from DESE MOSIS counts and Certification from DESE. Counts are of teachers certificated in Blind/Partially Sighted (K-12), employed in any Missouri public school and teaching any special education class. MSB teacher count includes all teachers at MSB, regardless of certification area.

*Of the 93 teachers certified and employed, sixty-two (66.7%) had minutes reported under the visual impairment assignment code.

Findings for Data Element 6:

Based on Core Data and Certification from DESE:

- The number of teachers with blind or visually impaired certification has decreased 2% in local public school districts from 2011-12 to 2012-13.
- MSB's number of teachers has seen a slight decrease in the past three years.

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

**Blind/Visually Impaired Students
Number Using Slate/Stylus and/or Other Device in Writing Braille**

School Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number Braille Writers	147	130	189	111	127
Total Braille and Visual Readers	405	388	357	337	408
Percent of Total Braille and Visual Readers	36.3%	33.6%	52.9%	32.9%	31.1%

Data Sources:

- Number of Braille Writers from the Blind Literacy Survey from DESE 9/23/13.
- Total number of Braille and Visual Readers from APH Services, Inc. for Federal Quota Registration as of 9/18/2013.
- Percentage of Total Braille and Visual Readers = Number of Braille Writers/Total Number of Braille and Visual Readers.

Findings for Data Element 7:

Based on the data received:

- The number of students who use a slate/stylus or other writing device in writing Braille for 2012-2013 increased by 21.1% from the previous year.

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

**Blind/Visually Impaired Students
Number of School Age (5K-21) Placements by Age
2012-13**

	Other Public School Districts										MSB	Totals
	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	40	3	1	0	1	0	0	0	0	45	0	45
6	22	6	5	0	2	0	0	0	1	36	1	37
7	28	10	3	0	0	0	0	0	0	41	0	41
8	25	9	0	0	0	0	0	0	0	34	1	35
9	23	8	1	0	0	1	0	0	0	33	5	38
10	20	13	3	0	0	0	0	0	0	36	0	36
11	12	16	1	0	0	0	0	0	0	29	1	30
12	21	12	0	1	0	1	0	0	1	36	4	40
13	15	5	3	0	0	0	0	0	1	24	3	27
14	22	6	1	1	0	0	0	0	2	32	1	33
15	18	4	2	1	0	0	0	0	4	29	3	32
16	17	9	2	1	0	0	0	0	2	31	5	36
17	20	9	2	0	0	0	0	0	3	34	9	43
18	13	4	0	0	0	1	0	0	1	19	7	26
19	1	0	1	0	0	1	0	0	1	4	1	5
20	0	0	0	0	0	0	0	0	0	0	4	4
21	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SCHOOL AGE	297	114	25	4	3	4	0	0	16	463	45	508
Percent of Total	58.4%	22.4%	4.9%	0.8%	0.6%	0.8%	0.0%	0.0%	3.1%	91.1%	8.8%	100.0%

Data Source: Data as of 10/24/2013 from DESE MOSIS counts.

Note: Other public school districts are all Missouri public schools except Missouri School for the Blind (MSB).

Findings for Data Element 8:

Based on the DESE MOSIS counts:

- Overall, 58.4% of blind/visually impaired students are placed inside the regular classroom more than 79% of the time.
- Of the 508 total school age placements, 91.1% are in the public schools while 8.8% are at the Missouri School for the Blind.

Data Element 9: The graduation rate of blind/visually impaired students compared to all students.

Blind/Visually Impaired Students and All Students

Year	Blind/Visually Impaired			All Students
	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Graduation Rate
2008-2009	37	40	92.5%	84.8%
2009-2010	21	24	87.5%	85.2%
2010-2011	37	39	94.8%	86.3%
2011-2012	27	31	87.1%	87.7%
2012-2013	30	33	90.1%	88.2%

Data Source: Data as of 10/24/2013 from DESE MOSIS counts.

Formulas:

- Students with Disabilities Graduation Rate: $\text{Number of Graduates} / (\text{Number of Graduates} + \text{Number of Dropouts}) \times 100$
- All Students Graduation Rate: $(\text{Graduates} / (9\text{-}12 \text{ Cohort Dropouts} + \text{Graduates})) \times 100$
- Dropouts include exit categories: Received a Certificate, Reached maximum Age, Moved Not Known to be Continuing, and Dropped Out

**Blind/Visually Impaired Students
Number of Dropouts**

Exit Category	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Received Certificate	0	0	0	0	0
Reached Maximum Age	0	2	0	0	0
Moved, Not Known to be Continuing	1	1	0	3	1
Dropped Out	2	0	2	1	2
TOTAL DROPOUTS	3	3	2	4	3

Data Source: Data as of 9/18/2013 from DESE MOSIS counts.

Findings for Data Element 9:

Based on the DESE Core Data received:

- For the five year period from 2008-2009 to 2012-2013, the overall graduation rate for blind/visually impaired students is an average of 90.4%, which is higher than the average graduation rate for all students in Missouri public schools at 86.4%.
- The data show a fluctuating graduation rate for blind/visually impaired students. These fluctuations are largely due to the small number of blind/visually impaired students compared to the total number of students in Missouri.

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 Students
Number Who Reached Age 21 Without
Attaining a High School Diploma**

School Year	Number
2008-2009	0
2009-2010	2
2010-2011	0
2011-2012	0
2012-2013	0

Data Source: Data as of 9/18/2013 from DESE MOSIS counts.
Number includes Reached Maximum Age and
Received Certificate Exit Categories.

Findings for Data Element 10:

Based on the DESE Core Data:

- No students reached age 21 and were terminated from formal education without attaining a high school diploma for the 2012-2013 school year.

Data Element 11: The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP.

Note - Vocational rehabilitation services to the blind are provided by Rehabilitation Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. RSB delivers vocational rehabilitation services to eligible blind/visually impaired students ages 14 and over and to their families statewide (further information may be found at <http://www.dese.mo.gov/divspeced/Blind/RSB.html> and <http://www.dss.mo.gov/fsd/rsb/>).

**Cooperative IEP Transition Planning Services
from Rehabilitative Services for the Blind**

	2009-2010	2010-2011	2011-2012	2012-2013
Number of Student Recipients	130	131	155	181
APH Federal Quota Registration Number of Students Ages 14-21 Reported	306	316	329	342

Data Source: Data from Rehabilitation Services for the Blind (RSB) as of 10/30/13.

Findings:

Based on the data provided by the Rehabilitative Services for the Blind, an increased amount of students are receiving transition planning services with the cooperation of RSB as part of their IEP for the school year 2012-2013 as compared to 2011-2012. The number of students age 14-21+ increased 14.3% in 2012-2013 from 2011-2012.

Data Element 12: The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation.

Note - Rehabilitation services to the blind are provided by Rehabilitation Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. All children ages 0 to 21+ 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 <http://www.dese.mo.gov/divspeced/Blind/RSB.html>.

Referrals to Rehabilitative Services for the Blind

	2009-2010	2010-2011	2011-2012	2012-2013
Number of Students Ages 3-21 Referred	40	50	35	62

Data Source: Data from Rehabilitation Services for the Blind (RSB) as of 10/30/13.

Findings:

Referral data from Rehabilitation Services for the Blind (RSB) indicate the number of blind/visually impaired students referred for the first time to RSB has increased by 77% from 2011-2012.

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 20o 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 American Printing House for the Blind (APH) and its Ex Officio Trustees. Instructions are distributed statewide to schools by Missouri School for the Blind (MSB) for the APH Federal Quota Registration as outlined by APH per federal requirements (see <http://www.aph.org/fedquotpgm/instr2009.html>.)

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 Monday, January 5, 2013.

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 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	Pre-school Students: Children of pre-school age served by pre-school 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 multi-handicapped students in pre-vocational programs or classes
PG	Post-graduate Students: Students of school age, as determined by state law, in 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:

Reporting Code

Visual Measurement

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
LP	Light Perception
NIL	Totally Blind

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.

Reporting Code

Primary Reading Medium

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
N-R	Non-readers: Non-reading students; students who show no reading potential; students who do not fall into any of the above categories
DV	Optical Devices
EL	Screen enlargement
LT	Large type/Large print hardcopy
RP	Regular Print

Secondary & 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 primarily using Braille in their studies
A	Auditory Readers: Students primarily using a reader or auditory materials in their studies
DV	Optical Devices
EL	Screen enlargement
LT	Large type/Large print hardcopy
RP	Regular Print
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	Individual Education Plan
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 specialized 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 - MO-DESE Special Education Placement and Dropout Categories

SPECIAL EDUCATION PLACEMENT CATEGORIES (Descriptions for Screen 11 of Core Data Collection System)

Public Schools - School Age Placement Categories (Ages 5K-22)

Inside regular class 80 percent or more of the day - Students with disabilities who are inside the regular classroom for 80% or more of the school day. (These are students who receive special education and related services outside the regular classroom for less than 21% 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 – see code 2100.

Inside regular class no more than 79% of the day and no less than 40% of the day - Students with disabilities who are inside the regular classroom between 40 and 79% of the day. (These are students who received special education and related services outside the regular classroom for at least 21% but no more than 60% 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 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 – see code 2100.

Inside regular class less than 40 percent of the day - Students with disabilities who are inside the regular classroom less than 40% of the school day. (These are students who received special education and related services outside the regular classroom for more than 60% 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 – see code 2100.

State Operated Separate School - This category should only be used by Missouri School for the Blind, Missouri School for the Deaf, and State Schools for the Severely Handicapped. Regular districts should no longer report resident students who are attending these state operated programs.

(Continued on next page)

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 **(Descriptions for Screen 12 of the Core Data Collection System)**

Dropout Categories (Ages 14-22):

***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 21** 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.