

Missouri Annual Performance Report (APR) Summary Part B

Determination based on 2011-12 data: Pending
 Determination based on 2010-11 data: Meets Requirements
 Determination based on 2009-10 data: Meets Requirements
 Determination based on 2008-09 data: Meets Requirements
 Determination based on 2007-08 data: Meets Requirements
 Determination based on 2006-07 data: Meets Requirements
 Determination based on 2005-06 data: Needs Assistance

	Indicator	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2011-12 Target	Gap from Target	Progress/Slippage
1	Graduation Rate ¹						68.6%	72.8%	≥ 70.0%	✓ 2.8%	↑ 4.2%
2	Dropout Rate			4.9%	5.0%	4.2%	4.1%	4.0%	≤ 4.8%	✓ 0.8%	↑ 0.1%
3A	Adequate Yearly Progress/AMO	32.2%	10.6%	18.3%	25.1%	21.3%	17.5%	0.6%	≥ 37.0%	✗ -36.4%	↓ -16.9%
3B	MAP Participation	99.3%	99.3%	99.6%	99.6%	99.6%	99.3%	99.4%	≥ 95.0%	✓ 4.4%	↑ 0.1%
3C	MAP Proficiency Communication Arts ²	15.9%	17.6%	19.1%	23.6%	26.2%	27.0%	27.4%	≥ 56.2%	✗ -28.8%	↑ 0.4%
3C	MAP Proficiency Mathematics ²	18.7%	20.9%	22.7%	25.8%	29.2%	29.6%	29.8%	≥ 56.4%	✗ -26.6%	↑ 0.2%
4A	Discipline	0.57%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	≤ 0.5%	✓ 0.3%	↓ -0.2%
4B	Discipline by Race/Ethnicity					0.0%	0.7%	1.6%	= 0.0%	✗ -1.6%	↓ -0.9%
5A	Inside Regular Education >79%	57.4%	55.8%	57.1%	58.0%	58.4%	58.6%	58.9%	≥ 59.5%	✗ -0.6%	↑ 0.3%
5B	Inside Regular Education <40%	11.2%	10.6%	10.0%	9.8%	9.6%	9.3%	9.4%	≤ 10.2%	✓ 0.8%	↓ -0.1%
5C	Separate Settings	3.7%	3.7%	3.7%	3.8%	3.7%	3.6%	3.6%	≤ 3.50%	✗ -0.1%	→ 0.0%
6A	ECSE Children in Regular Programs							47.2%	≥ NA	NA	NA
6B	ECSE Children in Special Education Programs							22.9%	≤ NA	NA	NA
7A	ECO Positive Social Emotional Skills: SS#1				92.6%	91.9%	93.9%	93.4%	≥ 92.7%	✓ 0.7%	↓ -0.5%
7A	ECO Positive Social Emotional Skills: SS#2				55.5%	53.5%	51.7%	52.9%	≥ 55.6%	✗ -2.7%	↑ 1.2%
7B	ECO Acquisition & Use of Knowledge & Skills: SS#1				93.7%	93.5%	95.6%	94.9%	≥ 93.8%	✓ 1.1%	↓ -0.7%
7B	ECO Acquisition & Use of Knowledge & Skills: SS#2				42.3%	42.1%	40.8%	43.5%	≥ 42.4%	✓ 1.1%	↑ 2.7%
7C	ECO Appropriate Behaviors: SS#1				90.6%	91.2%	93.0%	92.5%	≥ 90.7%	✓ 1.8%	↓ -0.5%
7C	ECO Appropriate Behaviors: SS#2				60.6%	59.4%	57.0%	58.5%	≥ 60.7%	✗ -2.2%	↑ 1.5%
8	Parent Involvement	76.5%	69.4%	72.3%	69.6%	69.3%	71.4%	77.8%	≥ 80.0%	✗ -2.2%	↑ 6.4%
9	Disproportionate Representation	1.15%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
10	Disproportionate Representation by Disability	1.15%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
11	Initial Evaluation Timelines	94.7%	94.0%	97.1%	97.8%	96.8%	97.8%	97.9%	= 100.0%	✗ -2.1%	↑ 0.1%
12	Part C to Part B Transition Timelines	95.4%	80.3%	88.6%	91.3%	95.0%	96.6%	95.5%	= 100.0%	✗ -4.5%	↓ -1.1%
13	Post-Secondary Transition Planning	44.8%	73.2%	82.5%	NA	91.3%	79.4%	82.3%	= 100.0%	✗ -17.7%	↑ 2.9%
14A	Post-Secondary Follow-up: Statement A					23.4%	30.2%	31.6%	≥ 24.4%	✓ 7.2%	↑ 1.4%
14B	Post-Secondary Follow-up: Statement B					45.9%	53.1%	54.3%	≥ 46.9%	✓ 7.4%	↑ 1.2%
14C	Post-Secondary Follow-up: Statement C					50.3%	58.6%	59.7%	≥ 51.3%	✓ 8.4%	↑ 1.1%
15	Timely Correction of Noncompliance	32.3%	95.4%	100.0%	99.9%	100.0%	100.0%	100.0%	= 100.0%	✓ 0.0%	→ 0.0%
18	Resolution Settlement Agreements	46.9%	46.2%	48.8%	44.0%	55.2%	19.6%	44.1%	≥ 35.3%	✓ 8.8%	↑ 24.5%
19	Mediation Agreements	66.7%	55.5%	64.7%	81.3%	90.0%	95.3%	72.0%	≥ 35.3%	✓ 36.7%	↓ -23.3%
20	Timely & Accurate Data	93.0%	99.1%	100.0%	100.0%	100.0%	100.0%	100.0%	= 100.0%	✓ 0.0%	→ 0.0%

1. Graduation rate is 4-year adjusted cohort rate

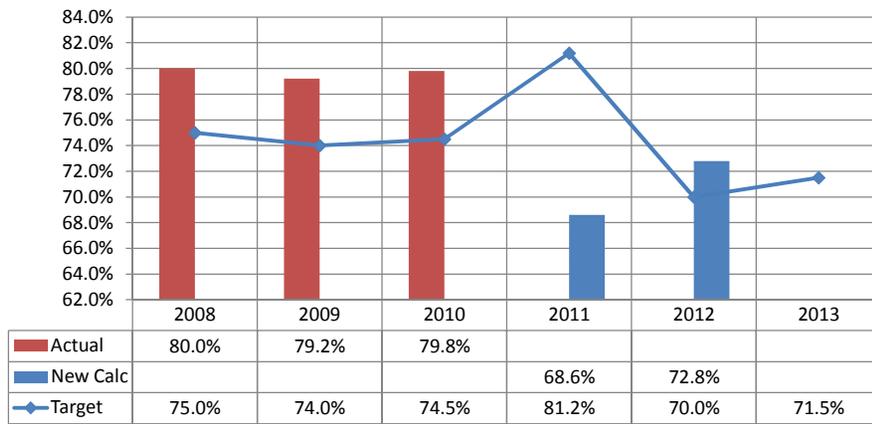
2. 2008-09 and later data includes End of Course exams and does not include data for students who were not enrolled for a full academic year.

**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

Graduation Rate for IEP Students



Formula:

Graduation Rate of Students with Disabilities (IEP) =
(Number of IEP Graduates/(Number of IEP Graduates + Total IEP Cohort Dropouts)) x 100 where

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

New Calc = Four-year Adjusted Cohort Graduation Rate = Percent of students who entered 9th grade four years ago that graduated within four years

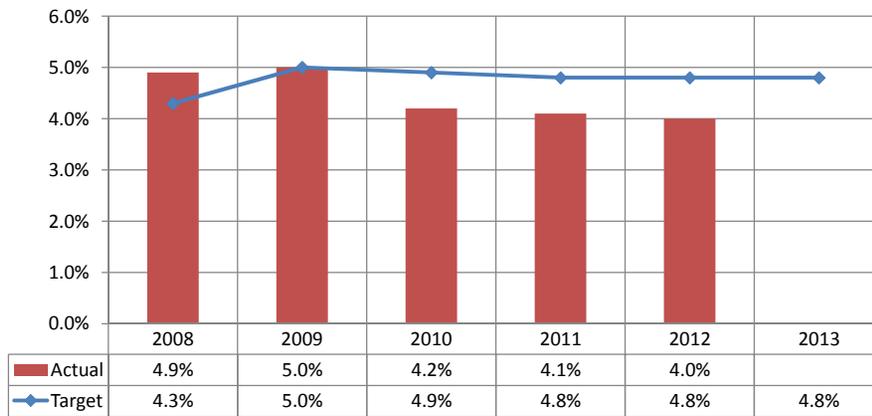
Source:
Exiter Data (via MOSIS for 07-08+)

GRADUATION

SPP 2

Percent of youth with IEPs dropping out of high school

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

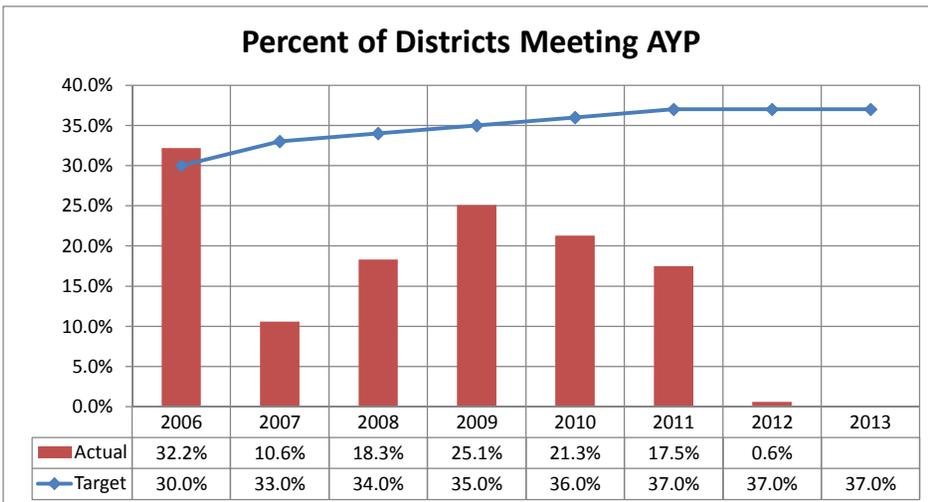
Source:
Exiter Data (via MOSIS for 07-08+)

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



Formula:

Percent =

$$\left(\frac{\text{Number of districts meeting State's AYP or AMO objectives}}{\text{Total number of districts that have a disability subgroup that meet State's minimum "n" size}} \right) \times 100$$

Notes:

Minimum number of students with disabilities assessed in order to hold a district accountable for NCLB AYP purposes was 50 for 2006 and 2007, and is 30 for 2008+.

AMO data reported for 2012+

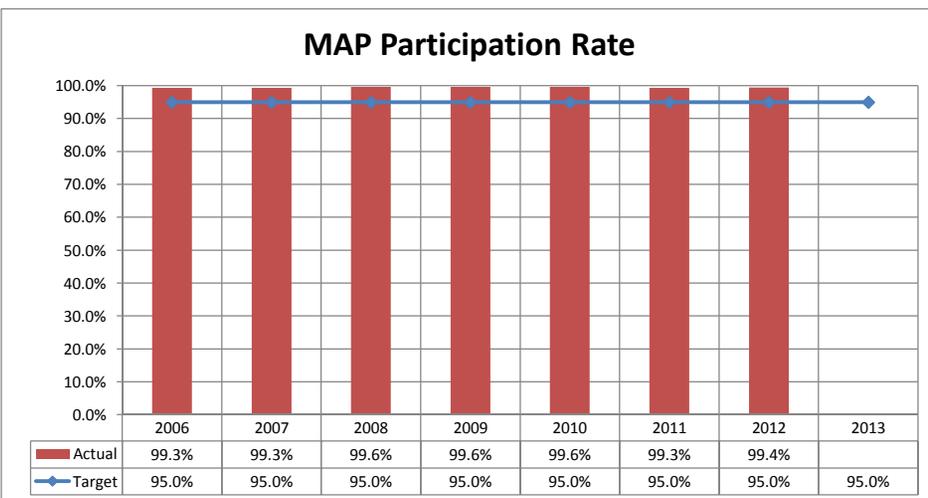
Source:

State AYP/AMO data

AYP

SPP 3B

Participation rate for children with IEPs



Formula:

Participation Rate =

$$\left(\frac{\text{Number Participating}}{\text{Number Accountable}} \right) \times 100$$

Source:

MAP Assessment data

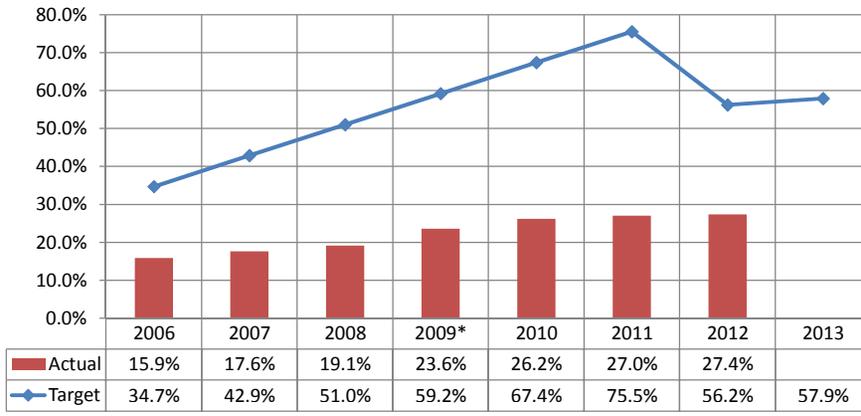
MAP PARTICIPATION

**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

MAP Communication Arts - Percent Top 2



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

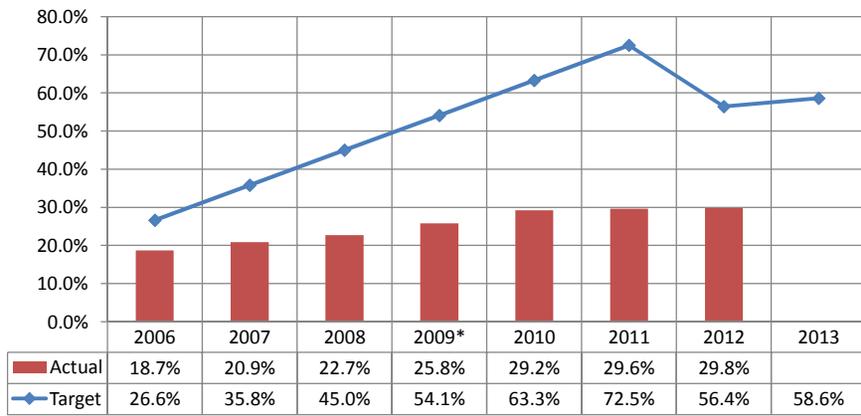
Notes:
Proficiency Rate is the Percent Top 2, and the Percent Top 2 is the percent of students scoring in Proficient and Advanced.

Targets are those established for all students for NCLB Adequate Yearly Progress purposes.

* 2009 and later data include End of Course Exam results.

2009-2011 data includes only students with disabilities enrolled for a full academic year. Prior years and 2012+ include all students with disabilities

MAP Mathematics - Percent Top 2

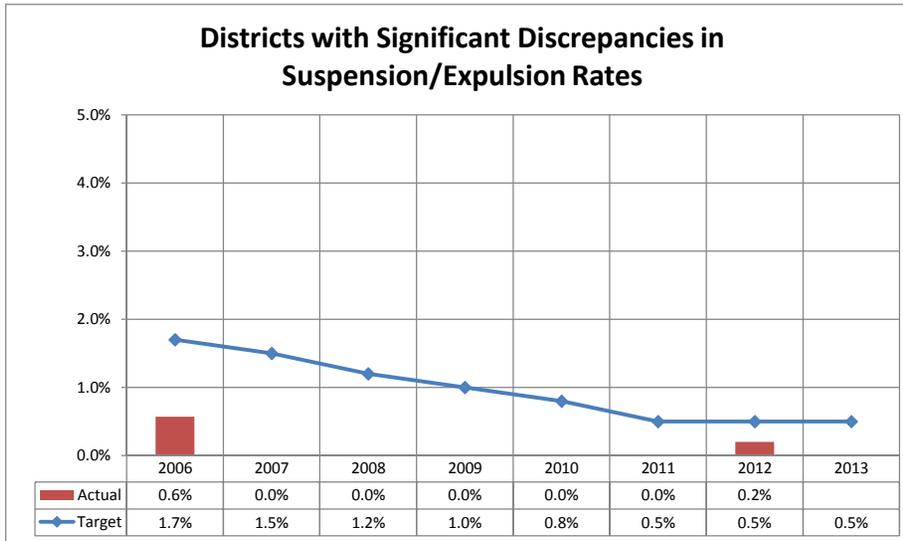


Source:
MAP Assessment data

**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



Formula:
Percent =
(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/Number of districts in the State) x 100

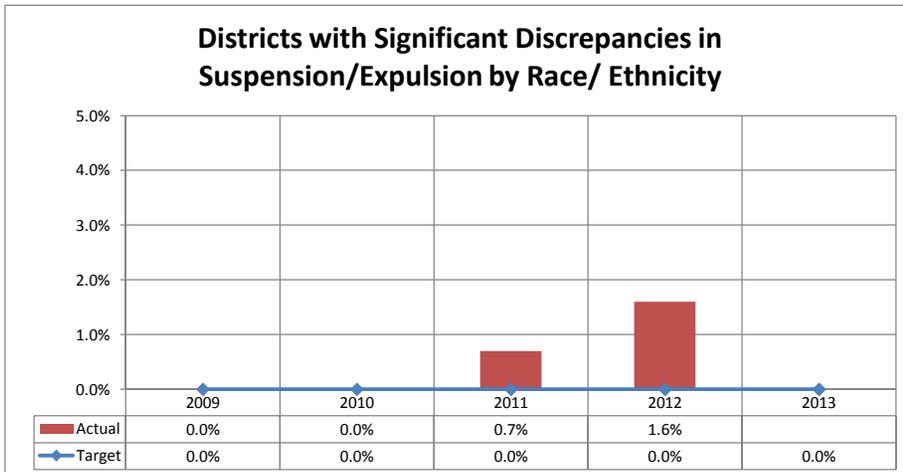
Notes:
Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.

Source:
Core Data Screen 9 - Discipline Incident Data via MOSIS for 07-08+

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



Formula:
Percent =
(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/Number of districts in the State) x 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.

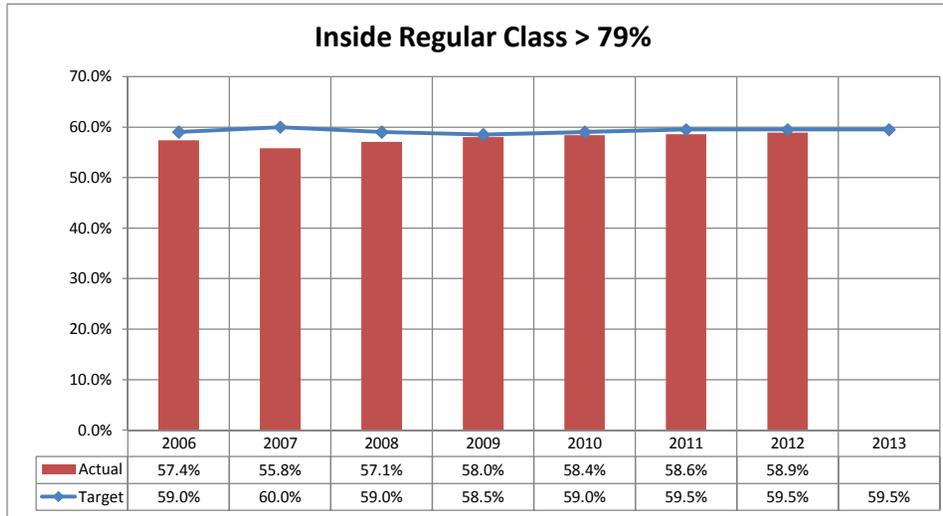
Source:
Core Data Screen 9 - Discipline Incident Data via MOSIS for 07-08+

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



Formula:

Inside Regular Class >79% =
 $(\text{Number Ages 6-21 Inside Regular Education } >79\% / \text{Total Age 6-21 Child Count}) \times 100$

Source:
 Core Data Screen 11 – Child Count and Placements via MOSIS for 2007-08+

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



Formula:

Inside Regular Class < 40% =
 $(\text{Number Ages 6-21 Inside Regular Class } <40\% / \text{Total Age 6-21 Child Count}) \times 100$

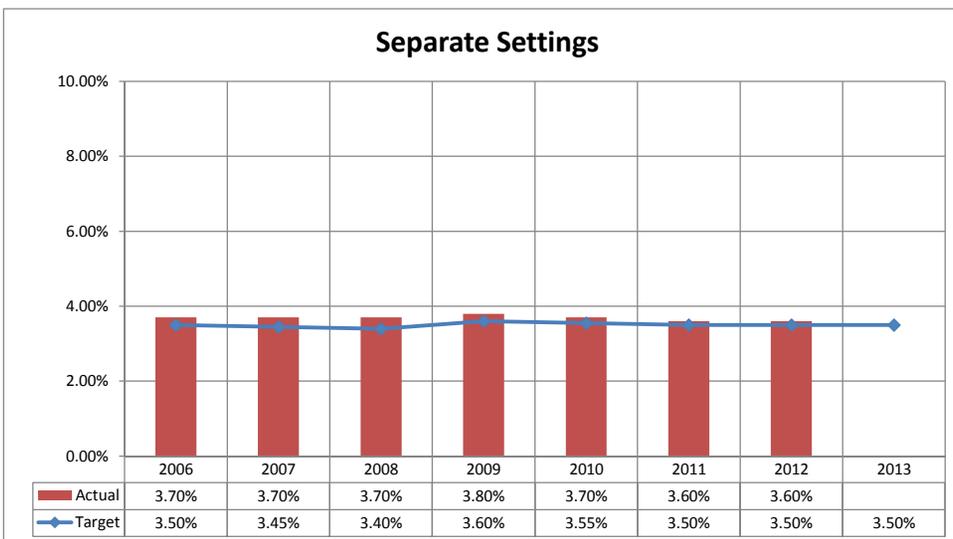
Source:
 Core Data Screen 11 – Child Count and Placements via MOSIS for 2007-08+

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



Formula:

Separate Settings % =
(Number Ages 6-21 in Separate Settings/Total Age 6-21 Child Count) x 100

Notes:

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

Source:

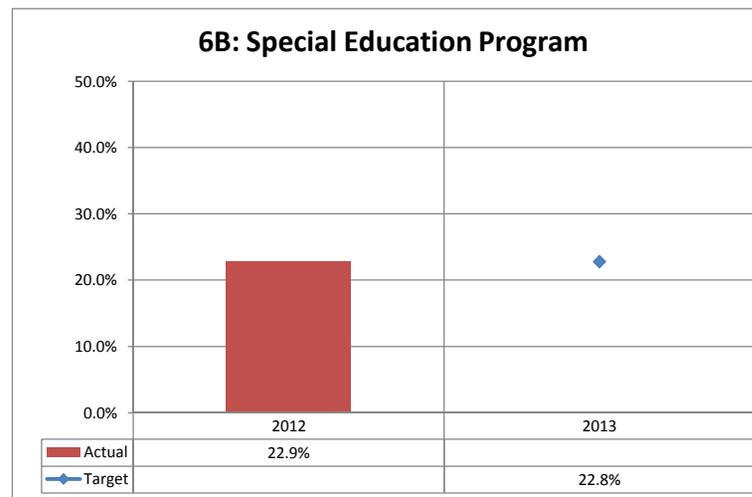
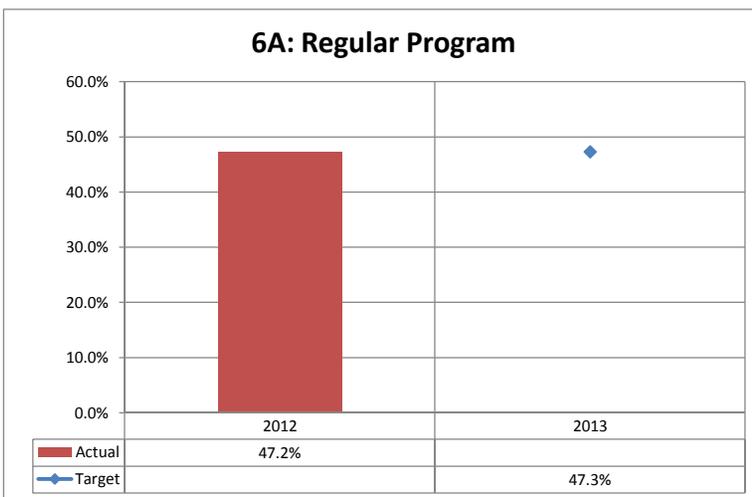
Core Data Screen 11 – Child Count and Placements via MOSIS for 2007-08+

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



Formula:

Percent = (Number in Category/Total Age 3-5 Child Count) x 100

Source:

Core Data Screen 11 – Child Count and Placements via MOSIS for 2007-08+

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.

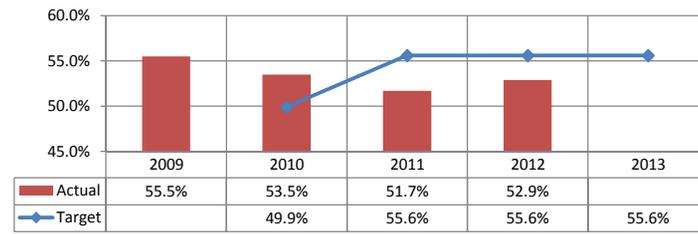
Summary Statement 1: Of those children who entered ECSE below age expectations, the percent who substantially increased their rate of growth by the time they exited ECSE.

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

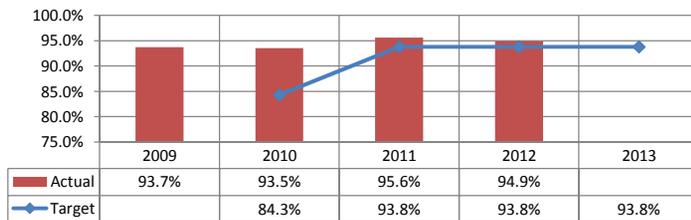
**Indicator 7A: Social-Emotional
Summary Statement 1**



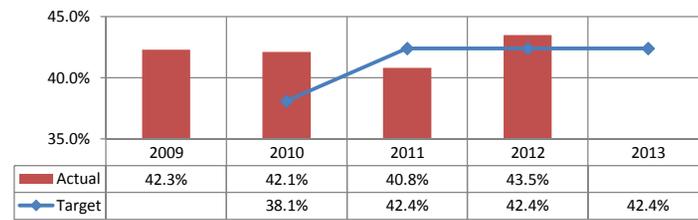
**Indicator 7A: Social-Emotional
Summary Statement 2**



**Indicator 7B: Knowledge & Skills
Summary Statement 1**



**Indicator 7B: Knowledge & Skills
Summary Statement 2**



**Indicator 7C: Behaviors
Summary Statement 1**



**Indicator 7C: Behaviors
Summary Statement 2**

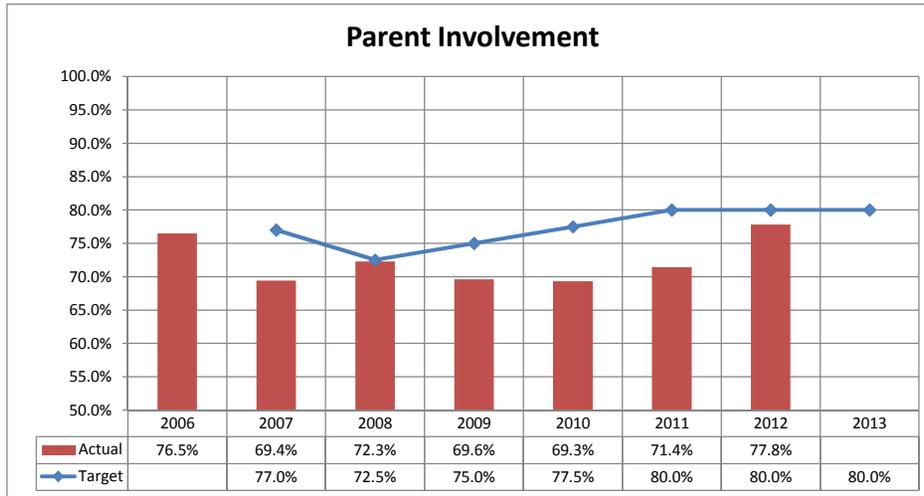


Source: ECO entry and exit ratings submitted by districts

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



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:

2006 was the baseline year so no targets set until 2007

Data collected during monitoring self-assessment year

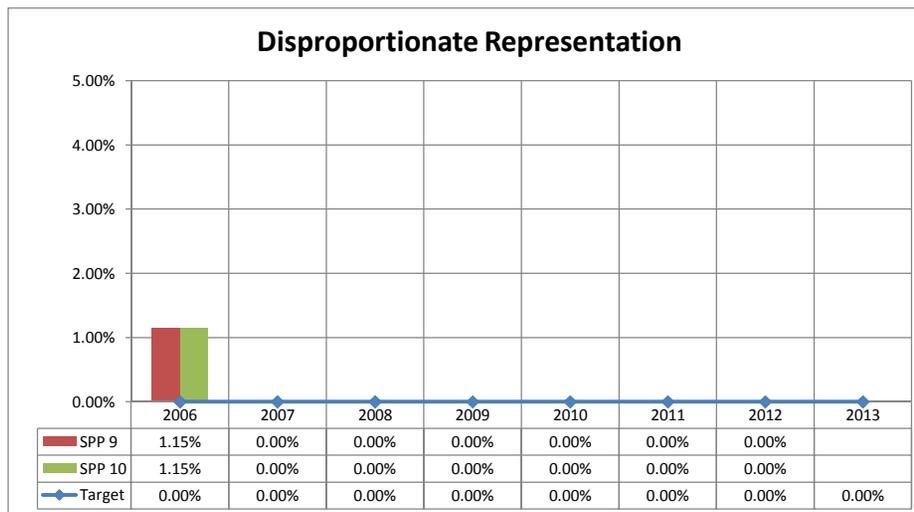
Source:

MSIP Parent Advance Questionnaire

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



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/Total 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)/Total 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:

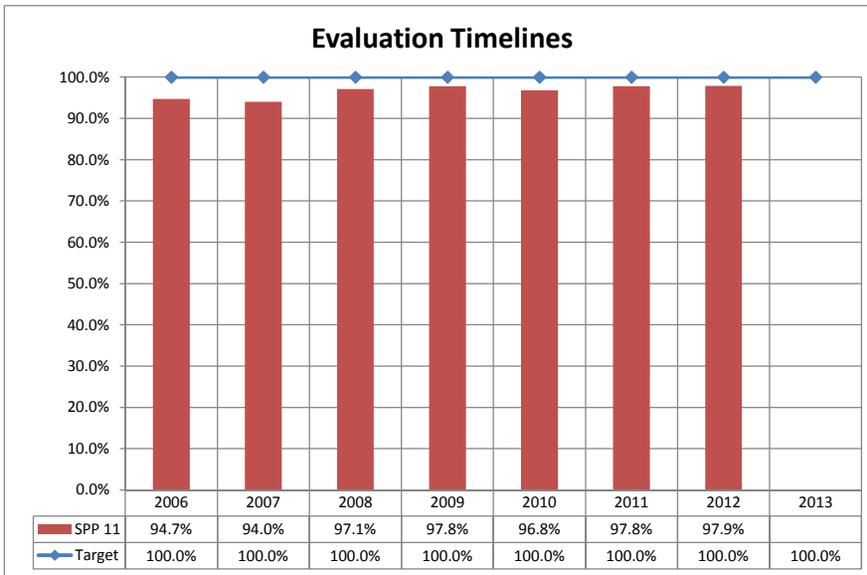
Special Education child count and district enrollment data via MOSIS

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



Formula:
Percent =
(Number of children determined not eligible whose evaluations were completed within 60 days + Number determined eligible whose evaluations were completed within 60 days) / Number of children for whom parental consent to evaluate was received) x 100

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

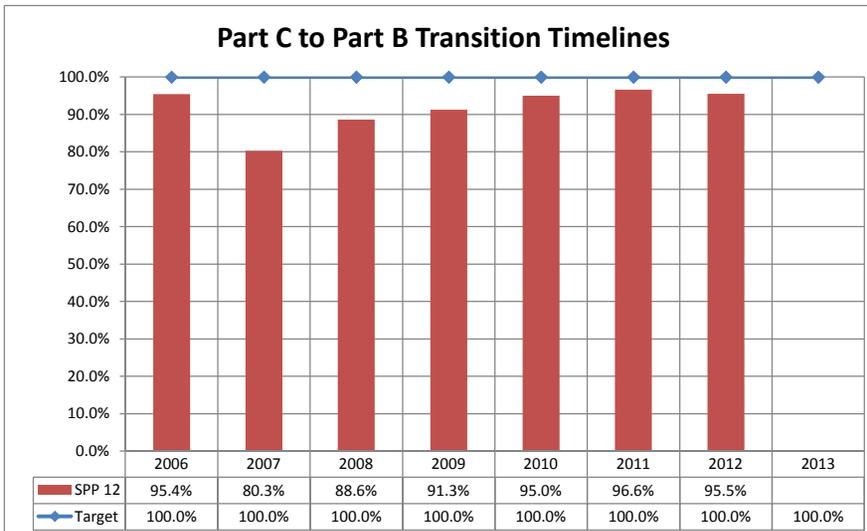
Targets are required to be 100% for this compliance indicator

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



Formula:
Percent =
(Number of children found eligible who have an IEP developed and implemented by their third birthdays*/Number of children served in Part C referred and found eligible for Part B) x 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

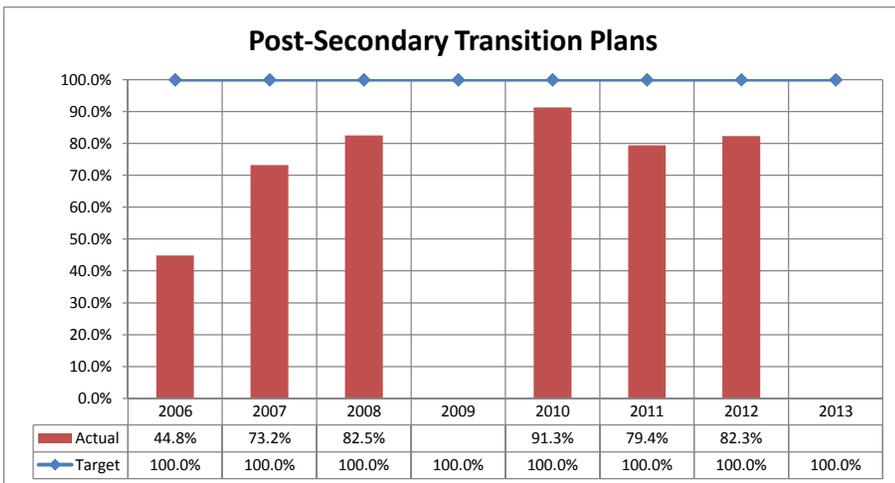
Source:
IMACS self-assessment data

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.



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

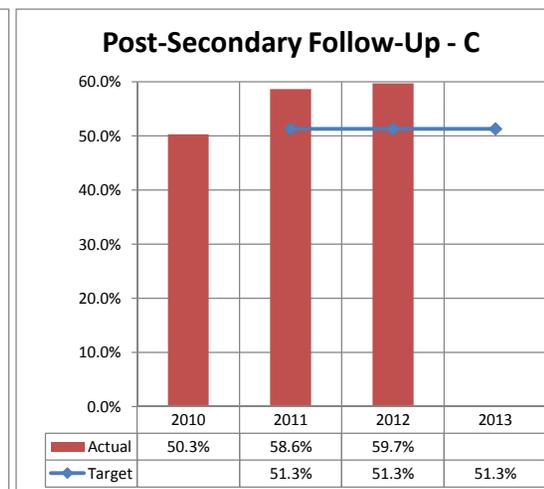
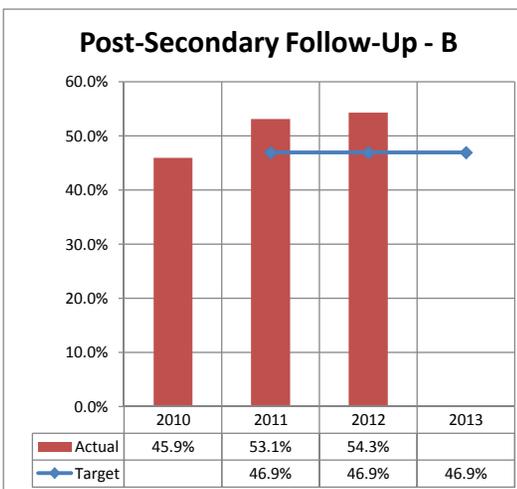
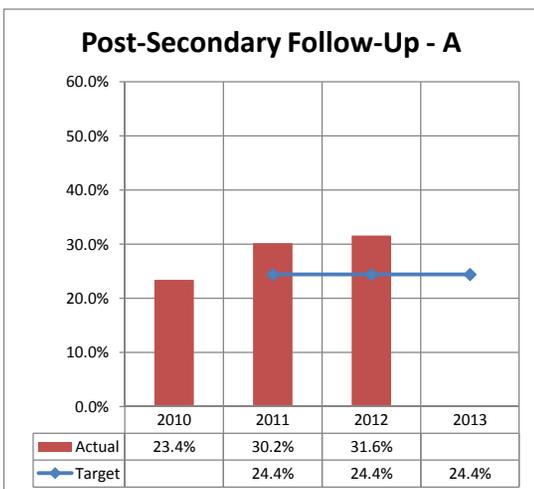
Due to indicator language changes, these data were not reported for 2009

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



Due to indicator language changes, baseline was re-established for 2009-10
See SPP/APR for calculations

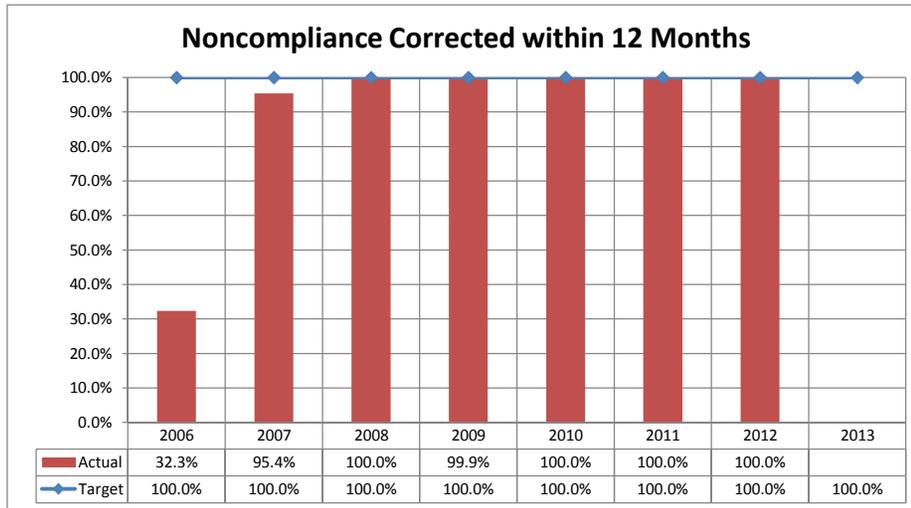
Source:
Graduate and dropout follow-up reported via MOSIS

POST-SECONDARY FOLLOW-UP

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

SPP 15

General supervision system identifies and corrects noncompliance as soon as possible but in no case later than one year from identification



Formula:
Percent =
(Number of corrections completed within one year/Number of findings of noncompliance) x 100

Notes:
Data is reported based on the year that correction of noncompliance is due (e.g. 2007 data reflects the percent of noncompliance identified in 2005-06 that was due to be corrected in 2006-07). See APR for further information.

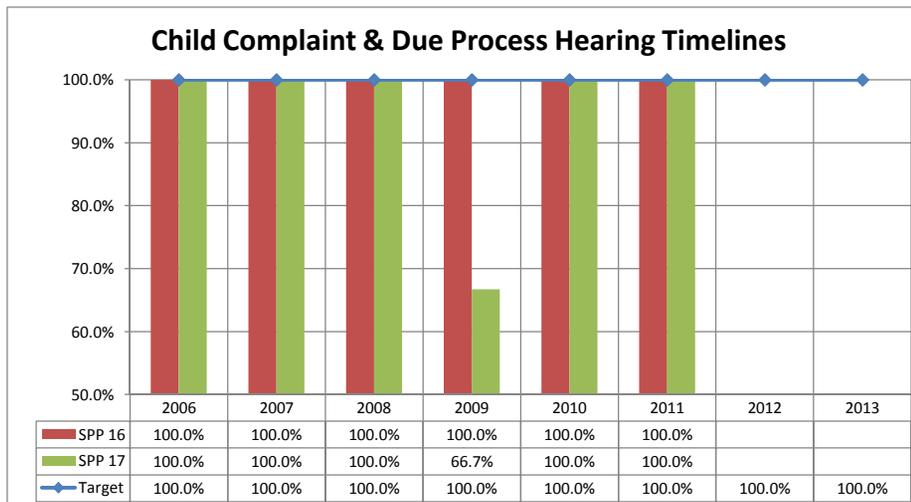
Targets are required to be 100% for this compliance indicator

Source:
Special Education monitoring data

CORRECTION OF NONCOMPLIANCE

SPP 16 & 17

SPP 16: Percent of signed written complaints with reports issued that were resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint
SPP 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated with the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party



Formula:
SPP 16 Percent =
(Number of reports resolved within 60 days + Number of reports extended for exceptional circumstances)/Total reports) x 100

SPP 17 Percent =
(Number of due process hearing requests adjudicated within 45 days + Number of due process hearing requests properly extended)/Total fully adjudicated due process hearings) x 100

Notes:
Targets are required to be 100% for this compliance indicator

Indicators 16 & 17 were removed from the SPP/APR per OSEP instructions for 2011-12 and future reporting.

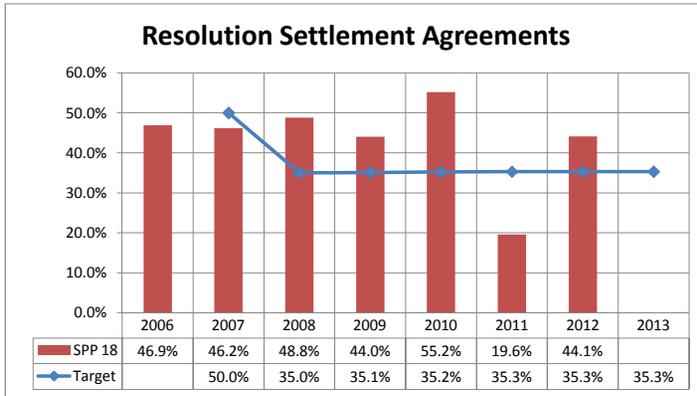
Source:
DESE database used to record and monitor timelines for issuance of child complaints and for due process hearings.

CHILD COMPLAINT & DUE PROCESS HEARING TIMELINES

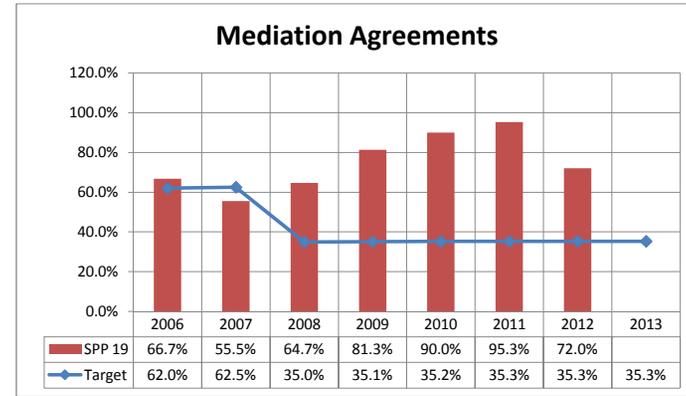
Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

SPP 18 & 19

SPP 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements
SPP 19: Percent of mediations held that resulted in mediation agreements



Formula:
SPP 18 Percent =
(Number of hearing requests resolved through resolution settlement agreement/Total hearing requests that went to resolution session) x 100



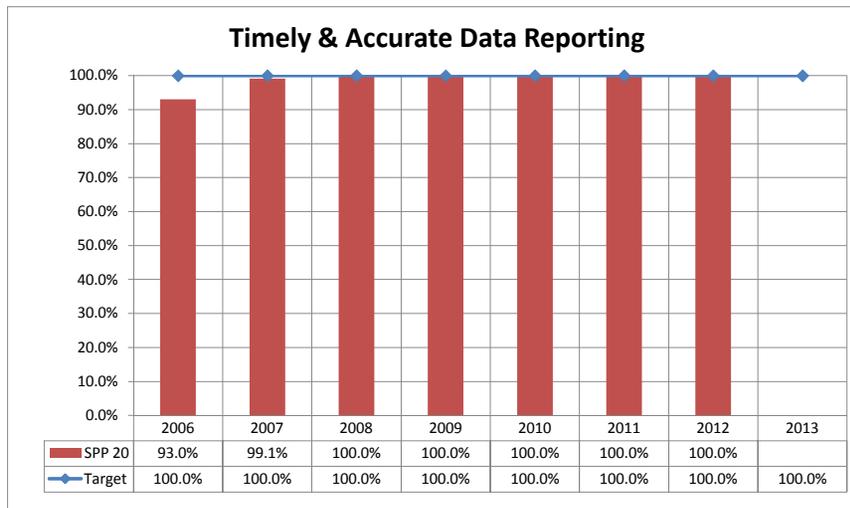
Formula:
SPP 19 Percent =
(Number of mediations held that resulted in mediation agreements/Total number of mediations held) x 100

Source:
DESE database

RESOLUTION & MEDIATION AGREEMENTS

SPP 20

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate



Formula:
See APR for calculation method. State reported data that are checked for timeliness and accuracy includes APR and 618 data.

Notes:
Targets are required to be 100% for this indicator

Source:
See APR

DATA REPORTING