

Missouri Office of Special Education
2013-14 SPP/APR Summary Document
December 2014

Talking Points:

- This year the State Performance Plan and Annual Performance Report will be submitted through GRADS360. GRADS360 is a web-based system that includes the tools needed for States to submit their SPP/APR and receive feedback from their OSEP State Contacts.
- GRADS360 gives the State a “template” to follow for entering information about the SPP/APR.
- Much of the data included in GRADS360 will be prepopulated from information that the state has previously provided OSEP.
- In most cases, the data indicates the type of response required by the State on any given indicator.
- Minimal response is required when the State has met the target &/or criteria set by either the State or OSEP &/or when the State has experienced no (or minimal) slippage from the prior year.
- The State is required to have a cohesive set of improvement strategies (see attachment) to address progress toward their targets. However, unlike in the past, narrative about implementation of the improvement strategies and any revisions made to the strategies are only required on Indicators in which the State has not met its target and slippage has occurred.
- The FFY15 APR is due to OSEP on February 2, 2015. The SPP/APR State Systemic Improvement Plan is due to OSEP on April 1, 2015.
- As discussed previously, the State is resetting some baselines and is establishing targets for 2013-14 through 2018-19 in this SPP/APR.
- The GRADS360 system uses federal fiscal year (FFY) labels for the data and targets. FFY 2013 is the 2013-14 school year.

SPP Indicator	2012-13 Target	2012-13 Actual	2013-14 Target	2013-14 Actual	Met/Not Met	Response in GRADS360
1. Percent of youth with IEPs graduating from high school with a regular diploma.	71.5%	73.2% (Met)	71.5% (2012-13 lag year)	73.4% (2012-13 lag year)	Met	None required
2. Percent of youth with IEPs dropping out of high school.	4.8%	3.4% (Met)	4.8% (2012-13 lag year)	2.9% (2012-13 lag year)	Met	None required
3. Participation and performance of children with IEPs on statewide assessments: A. 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. B. Participation rate for children with IEPs. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.	A:37.0% B:95.0% C:Com Arts: 57.9% C:Math: 58.6%	A:0.6% (Not Met) B:99.5% (Met) C:Com Arts: 25.8% (Not Met) C:Math: 28.4% (Not Met)	A: 37.0% B: 95.0% C Comm Arts: 23.2% C Math: 26.5%	A: 0.0% B: 99.6% C Comm Arts: 23.2% C Math: 26.5%	A: Not Met B: Met C Comm Arts: Met C Math: Met	Unknown
4. Rates of suspension and expulsion: A. 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; and B. 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.	A:0.5% B:0.0%	A:0.4% (Met) B:0.2% (Not Met)	A: 1.8% B: 0.0%	A: 0.19% B: 0.0%	A: Met B: Met	None required
5. Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; and C. In separate schools, residential facilities, or homebound/hospital placements.	A:59.5% B:10.2% C:3.5%	A:58.1% (Not Met) B:9.4% (Met) C:3.5% (Met)	A: 56.0% B: 10.2% C: 3.7%	A: 58.1% B: 9.1% C: 3.6%	A: Met B: Met C: Met	None required

<p>6. Percent of children aged 3 through 5 with IEPs attending a:</p> <p>A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</p> <p>B. Separate special education class, separate school or residential facility.</p>	<p>A:47.3%</p> <p>B:22.8%</p>	<p>A:47.2% (Met)</p> <p>B:22.9% (Not Met)</p>	<p>A: 29.0%</p> <p>B: 32.0%</p>	<p>A: 47.0%</p> <p>B: 22.7%</p>	<p>A:Met</p> <p>B: Met</p>	<p>None required</p>
<p>7. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationship);</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</p> <p>C. Use of appropriate behaviors to meet their needs.</p>	<p>A1:92.7%</p> <p>A2:55.6%</p> <p>B1:93.8%</p> <p>B2:42.4%</p> <p>C1:90.7%</p> <p>C2:60.7%</p>	<p>A1:94.1% (Met)</p> <p>A2:51.3% (Not Met)</p> <p>B1:96.6% (Met)</p> <p>B2:43.3% (Met)</p> <p>C1:93.9% (Met)</p> <p>C2:59.5% (Not Met)</p>	<p>A1: 92.7%</p> <p>A2: 45.0%</p> <p>B1: 93.8%</p> <p>B2: 37.0%</p> <p>C1: 90.7%</p> <p>C2: 53.0%</p>	<p>A1: 93.8%</p> <p>A2: 48.1%</p> <p>B1: 95.5%</p> <p>B2: 40.5%</p> <p>C1: 93.5%</p> <p>C2: 56.8%</p>	<p>A1: Met</p> <p>A2: Met</p> <p>B1: Met</p> <p>B2: Met</p> <p>C1: Met</p> <p>C2: Met</p>	<p>None required</p>
<p>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.</p>	<p>80.0%</p>	<p>77.6% (Not Met)</p>	<p>70.0%</p>	<p>74.5%</p>	<p>Met</p>	<p>None required</p>
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p>	<p>0.0%</p>	<p>0.0% (Met)</p>	<p>0.0%</p>	<p>0.0%</p>	<p>Met</p>	<p>None required</p>
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>	<p>0.0%</p>	<p>0.0% (Met)</p>	<p>0.0%</p>	<p>0.0%</p>	<p>Met</p>	<p>None required</p>
<p>11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.</p>	<p>100.0%</p>	<p>99.8% (Not Met)</p>	<p>100.0%</p>	<p>99.0%</p>	<p>Not Met</p>	<p>None required (Not met and slippage, but over 95%, so no response required)</p>

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.	100.0%	93.9% (Not Met)	100.0%	98.8%	Not Met	None required (Target not met, but increase, not slippage so no response required)
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 post secondary 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 an 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.	100.0%	87.5%	100.0%	88.6%	Not Met	None required (Target not met, but increase, no slippage so no response required)
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 one year of leaving high school.	A:24.4% B:46.9% C:51.3%	A:29.2% (Met) B:53.5% (Met) C:57.7% (Met)	A: 24.4% B: 46.9% C: 51.3%	A: 29.1% B: 55.6% C: 60.6%	A: Met B: Met C: Met	None required
15. Percent of hearing requests that were resolved through resolution session settlement agreements.	35.3%	41.0% (Met)	35.3%	41.0%	Met	None required
16. Percent of mediations held that resulted in mediation agreements.	35.3%	94.3% (Met)	35.3%	94.3%	Met	None required
17. SSIP			NA	NA	NA	NA