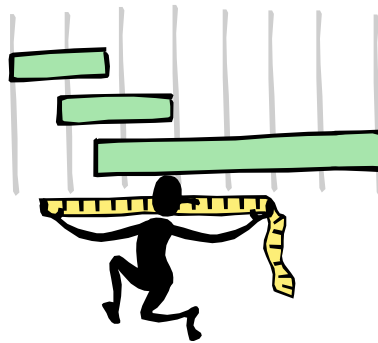


Missouri Department of Elementary and Secondary Education

# ***A Guide to Your Special Education District Profile***



For questions or comments, please contact:  
*Office of Data System Management - Special Education Data at 573-751-7848*

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## **PURPOSE:**

The purpose of this guide is to assist Missouri school district personnel in understanding the *Special Education District Profile*. Profiles are published annually for each district in the fall.

## **OVERVIEW:**

Each district's *Special Education District Profile* contains data entered by the district for the school year. The seven general reporting areas are:

- **Early Childhood Special Education Data** (Table A)
- **Child Count and Educational Environment Data** (Table B)
- **Assessment Data** (Table C)
- **Evaluation Data** (Table D)
- **Parent Survey Data** (Table E)
- **Suspension/Expulsion Data** (Table F)
- **Secondary Transition Data** (Table G)

## **DATA INFORMATION:**

- The Profile provides the source of the data collected.
- Both the Profile and Guide provide the methods used to calculate the data results.
- *What to Ask* is provided to help districts examine practices and data in order to improve results.

## **SPP TARGETS AND DISTRICT STATUS:**

Page 1 of the *Special Education District Profile* provides a summary of district performance and met/not met status for each State Performance Plan indicator. This is an overview of district data with detail in the remainder of the *Profile*.

## EARLY CHILDHOOD SPECIAL EDUCATION CHILD COUNT DATA (Ages 3-PK5)

### DATA SOURCE:

- District reported data from MOSIS December Student Core and census data (2003 estimates)
- District reported data in Special Education IMACS (Transition from First Steps to ECSE) in conjunction with monitoring self-assessment
- District reported ECO data from MOSIS June Student Core

	<b>CALCULATION METHOD</b>	<b>WHAT TO ASK</b>
<b>TABLE A1:</b>  <i>Early Childhood Special Education Child Count and Participation Rates</i>	<b>Participation Rate =</b> (child count / census) x 100	<ul style="list-style-type: none"> <li>• Why is our total participation rate high, low, increasing, or decreasing?</li> <li>• What are our child find and referral processes?</li> <li>• What are our processes for determining eligibility?</li> </ul>
<b>TABLE A2:</b>  Early Childhood Special Education Educational Environments (ages 3-pK5)  SPP Indicator 6	<b>Educational Environment Percentage =</b> (educational environment count / total early childhood special education child count) x 100	<ul style="list-style-type: none"> <li>• How do we determine placement?</li> <li>• How do we determine the educational environment?</li> <li>• Do we understand that the placement and educational environment are two separate concepts, required for different purposes?</li> <li>• How do we include IEP students in settings with non-IEP peers?</li> <li>• Are we considering the least restrictive placement for each student with an emphasis on providing services with non-disabled peers?</li> </ul>
<b>TABLE A3:</b>  Transition from First Steps (Part C)  SPP Indicator 12	<b>Percent developed within acceptable timelines =</b> (IEPs developed within acceptable timelines / number referred and eligible) x 100  <i>Data are collected from districts in the year prior to their MSIP review; therefore, the data is not available for all districts every year.</i>	<ul style="list-style-type: none"> <li>• Have we established a good working relationship with the First Steps SPOE office for our area?</li> <li>• Are our processes clear on the timelines for transition from First Steps to ECSE?</li> <li>• Is there a designated person responsible for monitoring timelines for the district?</li> <li>• Do we have a clear understanding of the limited reasons for which it is acceptable to not have the IEP developed by the third birthday?</li> <li>• If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?</li> </ul>
<b>TABLE A4:</b>  Early Childhood Outcome Data  SPP Indicator 7	<b>Outcomes Percentage =</b> (Number in each outcome "bucket" for each outcome area / number of children exited from ECSE during reporting year) x 100  <b>Summary Statement 1 =</b> (Outcome buckets c + d / Outcome buckets a + b + c + d) x 100  <b>Summary Statement 2 =</b> (Outcome buckets d + e / Outcome buckets a + b + c + d + e) x 100	<ul style="list-style-type: none"> <li>• Has the district been reporting the ECO data to DESE?</li> <li>• Have all ECSE staff been trained about ECO assessment procedures?</li> <li>• Is there a designated person responsible for ensuring that entry and exit assessment are conducted accurately and consistently?</li> <li>• Is the district working with First Steps SPOE offices to ensure consistency between First Steps exit and ECSE entry ratings?</li> </ul>

## SCHOOL AGE CHILD COUNT AND ENVIRONMENT DATA (Age 5K-21)

### DATA SOURCE:

- District reported data on MOSIS Student Core
- Child Count is as of December 1

	CALCULATION METHOD	WHAT TO ASK
<p><b>TABLE B1:</b></p> <p>Child Count (5K-21) and Parentally-Placed Private Schools Students (PPPS)</p>	<p><b>Incidence Rate for each Disability Category and Total =</b>  <math>(\text{total excluding PPPS} / \text{total student enrollment}) \times 100</math></p> <p><b>Bar Chart:</b>            Graphs the incidence rates for the district and state</p>	<ul style="list-style-type: none"> <li>• Are our incidence rates comparable to the state rates?</li> <li>• If not, why is our total incidence rate high or low?</li> <li>• Why are incidence rates for particular disability categories high or low?</li> <li>• What are our referral processes?</li> <li>• What are our processes for determining eligibility?</li> </ul>
<p><b>TABLE B2:</b></p> <p>Percent of Students by Race/Ethnicity</p> <p>SPP Indicators 9/10</p>	<p><b>Percent of Enrollment by Race =</b>  <math>(\text{the number in each racial/ethnic category} / \text{total district enrollment}) \times 100</math></p> <p><b>Percent of IEP Child Count by Race =</b>  <math>(\text{the number in each racial/ethnic category} / \text{total child count}) \times 100</math></p> <p><b>Percent by Disability by Race (for each disability category) =</b>  <math>(\text{the number in each racial/ethnic category} / \text{total child count in the disability category}) \times 100</math></p>	<ul style="list-style-type: none"> <li>• Are the percentages by race consistent across enrollment, total child count and child count by disability category?</li> <li>• If no, what is contributing to the differences?</li> <li>• At what rate do we refer by race /ethnicity?</li> <li>• What are our processes for determining eligibility?</li> <li>• Are some race/ethnicity categories in more restrictive placements than others?</li> </ul>
<p><b>TABLE B3:</b></p> <p>School-Age Educational Environments</p>	<p><b>Educational Environment Percentage =</b>  <math>(\text{total number in educational environment} / \text{total school age special education child count}) \times 100</math></p> <p><b>Bar Charts:</b>            Graphs three years of selected educational environment percentages for the district and state</p>	<ul style="list-style-type: none"> <li>• How do we determine placement?</li> <li>• How do we include IEP students in general education classes?</li> <li>• Are we considering the least restrictive placement as part of the IEP process for each student as determined by the IEP team?</li> <li>• What co-teaching or other instructional models are available in the elementary, middle/junior high, and/or high school levels?</li> <li>• What general education classes use differentiated instruction?</li> <li>• How do general education classes accommodate IEP students?</li> </ul>

## MAP - MISSOURI ASSESSMENT PROGRAM DATA

### DATA SOURCE:

- Information compiled from Missouri Assessment Program participation and performance results
- MAP assessment data includes MAP and MAP-A results

	CALCULATION METHOD	WHAT TO ASK
<p><b>TABLE C:</b></p> <p>IEP MAP and MAP-A</p> <p>SPP Indicator 3</p>	<p style="text-align: center;"><b>Participation Rate =</b>  <math>(\text{reportable} / \text{accountable}) \times 100</math></p> <p style="text-align: center;"><b>Percent Top Two =</b>  <math>(\text{number of proficient} + \text{number of advanced}) / \text{number of reportable} \times 100</math></p> <p style="text-align: center;"><b>Bar Charts:</b>            Graphs three years of MAP data by grade levels for the district and state</p>	<ul style="list-style-type: none"> <li>• Why is our participation rate lower than 100%?</li> <li>• Why are percentages decreasing, static, or low?</li> <li>• Is the district following state guidelines for determining MAP-A eligibility?</li> <li>• What do the results by grade level imply?</li> <li>• How do assessment results relate to special education placements (percent of time spent in general education classrooms)?</li> <li>• How do IEP students access the general education curriculum?</li> </ul>

## EVALUATION DATA

### DATA SOURCE:

- District reported data in Special Education IMACS in conjunction with monitoring self-assessment

	CALCULATION METHOD	WHAT TO ASK
<p><b>TABLE D:</b></p> <p>Initial Evaluation Timelines</p> <p>SPP Indicator 11</p>	<p style="text-align: center;"><b>Percent within Acceptable Timelines =</b>  <math>(\text{Number within acceptable timelines} / \text{number evaluated}) \times 100</math></p> <p><i>Data are collected from districts in the year prior to their MSIP review; therefore, the data is not available for all districts every year.</i></p>	<ul style="list-style-type: none"> <li>• Are our processes clear on the timelines for initial evaluations?</li> <li>• Is there a designated person responsible for monitoring timelines for the district?</li> <li>• Do we have a clear understanding of the reasons for which it is acceptable to exceed the 60-day timeline?</li> <li>• If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?</li> </ul>

## PARENT SURVEY DATA

**DATA SOURCE:**

- MSIP Parent Advance Questionnaire conducted in conjunction with MSIP reviews

	CALCULATION METHOD	WHAT TO ASK
<p><b>TABLE E:</b></p> <p>Parent Survey Data</p> <p>SPP Indicator 8</p>	<p><b>Schools Facilitated Parental Involvement Percent =</b>            (number of parents with children with disabilities who agree or strongly agree<sup>^</sup> / number of parents with children that responded) x 100</p> <p><sup>^</sup> Must have agreed with two questions: 1) My involvement in my child's education has improved his/her achievement and 2) The school encourages parents to be involved</p> <p><i>Data are collected from districts in the MSIP review year; therefore, the data is not available for all districts every year.</i></p>	<ul style="list-style-type: none"> <li>How does the district encourage parental involvement?</li> </ul>

## SUSPENSION/EXPULSION DATA

**DATA SOURCE:**

- District reported data through MOSIS Discipline Incident and Student Core

	CALCULATION METHOD	WHAT TO ASK
<p><b>TABLE F:</b></p> <p>Suspension/Expulsion Data by student and incident count (IEP and non-IEP)</p> <p>SPP Indicator 4</p>	<p><b>Students IEP Rate per 100 Students =</b>            (number of IEP students with incidents reported / total child count excluding PPS) x 100</p> <p><b>Students non-IEP Rate per 100 Students =</b>            (number of non-IEP students with incidents reported / total enrollment less child count) x 100</p> <p><b>Incident IEP Rate per 100 Students =</b>            (number of incidents for IEP students / total child count excluding PPS) x 100</p> <p><b>Incident non-IEP Rate per 100 Students =</b>            (number of incidents for non-IEP students / total enrollment less child count) x 100</p> <p><b>Ratio of IEP : non-IEP rate =</b>            IEP rate per 100 students / non-IEP rate per 100 students</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li><i>ISS All = Any incident resulting in an in-school suspension.</i></li> <li><i>ISS &gt; 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days.</i></li> <li><i>OSS All = Any incident resulting in an out of school suspension.</i></li> <li><i>OSS &gt; 10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days.</i></li> <li><i>OSS includes out of schools suspensions, expulsion, or unilateral removals.</i></li> </ul>	<ul style="list-style-type: none"> <li>Is the average number of incidents per IEP student consistent with non-IEP students?</li> <li>What are our disciplinary policies? Does the data suggest that some policies may have an unintended effect?</li> <li>How do discipline incident rates correlate with the dropout data of IEP students?</li> <li>What behavioral intervention strategies are used, and are all district staff implementing them consistently?</li> </ul>

## SECONDARY TRANSITION DATA

### DATA SOURCE:

- District reported data on MOSIS Student Core, Student Enrollment and Attendance and Graduate Follow-up files
- District reported data in Special Education IMACS in conjunction with monitoring self-assessment (Secondary Transition Plans)

	CALCULATION METHOD	WHAT TO ASK
<p><b>TABLE G1:</b></p> <p>Graduation / Dropout Data for Students with Disabilities</p> <p>SPP Indicators 1/2</p>	<p style="text-align: center;"><b>Graduation Rate =</b>  <math display="block">\frac{\text{graduates}}{(\text{total graduates} + \text{total dropouts})} \times 100</math></p> <p style="text-align: center;"><b>Dropout Rate =</b>  <math display="block">\frac{\text{dropouts}}{14\text{-}21 \text{ child count}} \times 100</math></p> <p style="text-align: center;"><b>Bar Charts:</b></p> <p>Graphs three years of graduation and dropout rates for the district and state</p> <ul style="list-style-type: none"> <li>• <i>For students ages 14-21, the following exit categories are added together for the <u>number of dropouts</u>: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not Known to Continue, and 08-Dropped Out.</i></li> <li>• <i>(N/A) Elementary districts do not report their high school students and will therefore not have a graduation or dropout rate.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Why is our graduation rate low or decreasing?</li> <li>• Why is our dropout rate high or increasing?</li> <li>• How does our graduation rate compare to our dropout rate, and how do both compare to the rates for non-IEP students?</li> <li>• What programs and options are available to help at-risk students?</li> <li>• What processes are in place to identify students at risk of dropping out?</li> <li>• How do we keep IEP students engaged in learning?</li> <li>• What are our attendance policies and do some have an unintended effect?</li> </ul>
<p><b>TABLE G2:</b></p> <p>Secondary Transition Plans</p> <p>SPP Indicator 13</p>	<p style="text-align: center;"><b>Percent Met Requirements =</b>  <math display="block">\frac{\text{Number met requirements}}{\text{number of transition IEPs reviewed}} \times 100</math></p> <p><i>Data are collected from districts in the year prior to their MSIP review; therefore, the data is not available for all districts every year.</i></p>	<ul style="list-style-type: none"> <li>• <i>(See Graduation questions above)</i></li> <li>• What vocational classes are available to IEP students such as hands on classes, exploratory type classes or work study classes?</li> <li>• What are the criteria for getting into a vocational or career technical school (i.e. grade level, grades, attendance)? Are these criteria an impediment to IEP students?</li> <li>• If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?</li> </ul>

	CALCULATION METHOD	WHAT TO ASK
<p><b>TABLE G3:</b></p> <p>Follow-up on Previous Year's Graduates and Dropouts (IEP)</p> <p>SPP Indicator 14</p>	<p><b>A. Enrolled in Higher Education =</b>  (Sum of (4-year and 2-year college where at least one term completed) / total graduates and dropouts) x 100</p> <p><b>B. Enrolled in higher education or competitively employed =</b>  (Sum of (4-year and 2-year college where at least one term completed and competitive employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100</p> <p><b>C. Total Employed &amp; Continuing Education =</b>  (Sum of (4-year, 2-year college or other postsecondary education where at least one term completed, employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100</p> <p><b>Bar Chart:</b>  Graph of graduate follow-up categories for the district and state</p>	<ul style="list-style-type: none"> <li>• How do we know if IEP students are employed or continuing their education after graduating from high school?</li> <li>• Are we able to conduct follow-up on dropouts?</li> <li>• What opportunities (skills, activities, classes, programs, etc.) leading to successful post-secondary outcomes do IEP students have access to before leaving high school?</li> <li>• What are our expectations for students with disabilities?</li> <li>• How do our percentages compare to those for the state?</li> </ul>