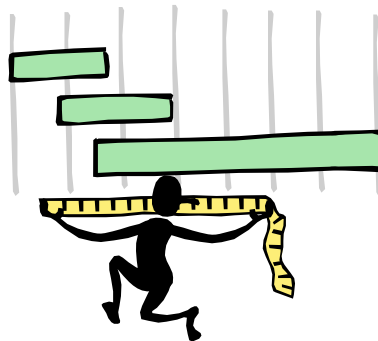


Missouri Department of Elementary and Secondary Education
Division of Special Education

A Guide to Your Special Education District Profile



For questions or comments, please contact: *Special Education - Data Coordination at 573-526-0299*

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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/or Core Data Screen 11 and census data (2003 estimates)
- District reported data in Special Education IMACS (Transition from First Steps to ECSE) in conjunction with monitoring self-assessment

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE A1:</p> <p><i>Early Childhood Special Education Child Count and Participation Rates</i></p>	<p>Participation Rate = $(\text{child count} / \text{census}) \times 100$</p>	<ul style="list-style-type: none"> • Why is our total participation rate high, low, increasing, or decreasing? • What are our child find and referral processes? • What are our processes for determining eligibility?
<p>TABLE A2:</p> <p>Early Childhood Special Education Educational Environments (ages 3-pK5)</p> <p>SPP Indicator 6</p>	<p>Educational Environment Percentage = $(\text{educational environment total} / \text{total early childhood special education child count}) \times 100$</p>	<ul style="list-style-type: none"> • How do we determine placement? • How do we determine the educational environment? • Do we understand that the placement and educational environment are two separate concepts, required for different purposes? • How do we include IEP students in settings with non-IEP peers? • Are we considering the least restrictive placement for each student with an emphasis on providing services with non-disabled peers?
<p>TABLE A3:</p> <p>Transition from First Steps (Part C)</p> <p>SPP Indicator 12</p>	<p>Percent developed within acceptable timelines = $(\text{IEPs developed within acceptable timelines} / \text{number referred and eligible}) \times 100$</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"> • Have we established a good working relationship with the First Steps SPOE office for our area? • Are our processes clear on the timelines for transition from First Steps to ECSE? • Is there a designated person responsible for monitoring timelines for the district? • 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? • If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?
<p>TABLE A4:</p> <p>Early Childhood Outcome Data</p> <p>SPP Indicator 7</p>	<p><i>Data will be included in this report beginning in the 2009-2010 school year.</i></p>	<ul style="list-style-type: none"> • Has the district been reporting the ECO data to DESE? • Have all ECSE staff been trained about ECO assessment procedures? • Is there a designated person responsible for ensuring that entry and exit assessment are conducted accurately and consistently?

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

DATA SOURCE:

- District reported data on MOSIS Student Core and/or Core Data Screens 11 and 16
- Child Count is as of December 1

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

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>TABLE C: IEP MAP and MAP-A SPP Indicator 3</p>	<p style="text-align: center;">Participation Rate = (reportable / accountable) x 100</p> <p style="text-align: center;">Percent Top Two = (number of proficient + number of advanced) / number of reportable x 100</p> <p style="text-align: center;">Bar Charts: Graphs three years of MAP data by grade levels for the district and state</p>	<ul style="list-style-type: none"> • Why is our participation rate lower than 100%? • Why are percentages decreasing, static, or low? • Are there too many or too few students identified as MAP-A eligible? • What do the results by grade level imply? • How do assessment results relate to special education placements (percent of time spent in general education classrooms)? • How do IEP students access the general education curriculum?

EVALUATION DATA

DATA SOURCE:

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

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE D: Initial Evaluation Timelines SPP Indicator 11</p>	<p style="text-align: center;">Percent within Acceptable Timelines = (Number within acceptable timelines / number evaluated) x 100</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"> • Are our processes clear on the timelines for initial evaluations? • Is there a designated person responsible for monitoring timelines for the district? • Do we have a clear understanding of the reasons for which it is acceptable to exceed the 60-day timeline? • If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?

PARENT SURVEY DATA

DATA SOURCE:

- MSIP Parent Advance Questionnaire conducted in conjunction with MSIP reviews

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE E:</p> <p>Parent Survey Data</p> <p>SPP Indicator 8</p>	<p>Schools Facilitated Parental Involvement Percent = (number of parents with children with disabilities who agree or strongly agree[^] / number of parents with children that responded) x 100</p> <p>[^] 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"> • How does the district encourage parental involvement?

SUSPENSION/EXPULSION DATA

DATA SOURCE:

- District reported data through MOSIS Discipline Incident and Student Core files and/or Core Data Screens 9, 11, and 16
- District reported data in Special Education IMACS in conjunction with monitoring self-assessment (Secondary Transition Plans)

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

SECONDARY TRANSITION DATA

DATA SOURCE:

- District reported data on MOSIS Student Core, Student Enrollment and Attendance and Graduate Follow-up files and/or on Core Data Screens 8, 11, and 12

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE G1:</p> <p>Graduation / Dropout Data for Students with Disabilities</p> <p>SPP Indicators 1/2</p>	<p style="text-align: center;">Graduation Rate = $\frac{\text{graduates}}{(\text{total graduates} + \text{total dropouts})} \times 100$</p> <p style="text-align: center;">Dropout Rate = $\frac{\text{dropouts}}{14\text{-}21 \text{ child count}} \times 100$</p> <p style="text-align: center;">Bar Charts:</p> <p>Graphs three years of graduation and dropout rates for the district and state</p> <ul style="list-style-type: none"> • <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> • <i>(N/A) Elementary districts do not report their high school students and will therefore not have a graduation or dropout rate.</i> 	<ul style="list-style-type: none"> • Why is our graduation rate low or decreasing? • Why is our dropout rate high or increasing? • How does our graduation rate compare to our dropout rate, and how do both compare to the rates for non-IEP students? • What programs and options are available to help at-risk students? • What processes are in place to identify students at risk of dropping out? • How do we keep IEP students engaged in learning? • What are our attendance policies and do some have an unintended effect?
<p>TABLE G2:</p> <p>Secondary Transition Plans</p> <p>SPP Indicator 13</p>	<p style="text-align: center;">Percent Met Requirements = $\frac{\text{Number met requirements}}{\text{number of transition IEPs reviewed}} \times 100$</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"> • <i>(See Graduation questions above)</i> • What vocational classes are available to IEP students such as hands on classes, exploratory type classes or work study classes? • 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? • What at-risk programs are available to IEP students? • What processes are in place to identify students at risk who could drop out? • How do we keep IEP students wanting to come to school? • If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE G3:</p> <p>Follow-up on Previous Year's Graduates (IEP)</p> <p>SPP Indicator 14</p>	<p>Total Employed & Continuing Education = (Sum of (4-year and 2-year college, non-college, military and employment) / total graduates) x 100</p> <p>Bar Chart: Graph of graduate follow-up categories for the district and state</p>	<ul style="list-style-type: none"> • How do we know if IEP students are employed or continuing their education after graduating from high school? • What opportunities (skills, activities, classes, programs, etc.) leading to successful post-secondary outcomes do IEP students have access to before graduating high school? • What are our expectations for students with disabilities? • How do our percentages compare to those for the state?