

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts* and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/PDF/PartB-SPPMissouri.pdf>.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to DESE.

*The word "district" includes responsible public agencies such as local school districts, charter schools and state operated programs.

Questions? Please contact the Division of Special Education - Data Coordination at 573-526-0299 or webrepliespedc@dese.mo.gov.

SPP Targets and District Status

SPP Indicator*	State Data 2006-07		Target 2006-07	Target 2010-11
Early Childhood Special Education Data				
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)	92.55%	Not Met	= 100.00%	= 100.00%
Child Count and Educational Environment Data				
Percent of children with IEPs inside regular class at least 80% of the day (SPP 5a)	57.23%	Not Met	≥ 60.00%	≥ 64.00%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5b)	10.51%	Met	≤ 10.90%	≤ 10.50%
Percent of children with IEPs served in separate settings (SPP 5c)	3.61%	Not Met	≤ 3.45%	≤ 3.20%
Was district identified as having disproportionally of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)	NA			
Assessment Data				
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3b)	97.31%	Met	≥ 95.00%	= 100.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3b)	98.64%	Met	≥ 95.00%	= 100.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	17.62%	Not Met	≥ 42.90%	≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	20.89%	Not Met	≥ 35.80%	≥ 72.50%
Evaluation Data				
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)	93.73%	Not Met	= 100.00%	100.00%
Suspension/Expulsion Data				
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	NA			
Secondary Transition Data				
Graduation rate for students with disabilities (SPP 1)	74.94%	Met	≥ 74.00%	≥ 78.50%
Dropout rate for students with disabilities (SPP2)	4.81%	Not Met	≤ 4.50%	≤ 3.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)	73.81%	Not Met	= 100.00%	100.00%

*Only those indicators for which data are available and/or targets have been established are included in this summary.

Early Childhood Special Education (ECSE) Data

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5		
	Child Count	Participation Rate
2004-05	10,856	5.82%
2005-06	10,898	5.84%
2006-07	10,873	5.82%

Source: District reported data from Core Data Screen 11 and census data - 2003 population estimates
 Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the settings in which children are receiving early childhood special education services.

Educational Environments	2006-2007	
	#	%
In the regular early childhood program at least 80%	5,165	47.50%
In the regular early childhood program 40-79%	1,375	12.65%
In the regular early childhood program less than 40%	332	3.05%
Separate Class	2,779	25.56%
Separate School	198	1.82%
Residential Facility	4	0.04%
Home	158	1.45%
Service Provider location	862	7.93%
Total Early Childhood	10,873	100.00%

Source: District reported data from Core Data Screen 11
 Percentage = Placement / Total Placements

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required develop and implement an IEP by the third birthday.

The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	Number referred	IEPs developed within acceptable timelines	Percent developed within acceptable timelines*
2005-06	331	317	95.77%
2006-07	161	149	92.55%

Source: Data are collected from districts in the year prior to MSIP review; therefore not available for all districts every year
 Statewide reporting includes approximately 1/5 of all school districts in the state each year

* Pending finalization of the Special Education Compliance review

Early Childhood Outcome Data (SPP 7)

Data will be included in this report beginning in the 2009-2010 school year.

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2006-07
Mental Retardation	11,629	25	11,604	1.29%
Emotional Disturbance	8,220	26	8,194	0.91%
Speech/Language Impairment	36,463	1,397	35,066	3.90%
Orthopedic Impairment	590	12	578	0.06%
Visual Impairment	478	5	473	0.05%
Hearing Impairment	1,347	28	1,319	0.15%
Specific Learning Disabilities	48,100	735	47,365	5.27%
Other Health Impairment	15,645	242	15,403	1.71%
Deaf/Blindness	16	0	16	0.00%
Multiple Disabilities	1,453	5	1,448	0.16%
Autism	4,534	50	4,484	0.50%
Traumatic Brain Injury	468	2	466	0.05%
Young Child w/ Developmental Delay	1,675	42	1,633	0.18%
Total	130,618	2,569	128,049	14.25%

Source: District reported data on Core Data Screens 11 and 16. Child Count is as of December 1

Incidence rate = Total excluding PPPS / enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are removed from the general education classroom for special education services

Placement Categories	2004-2005		2005-2006		2006-2007	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5a)	76,674	58.06%	74,574	56.33%	74,755	57.23%
Inside Regular Class 40-79%	36,000	27.26%	35,794	27.04%	34,713	26.58%
Inside Regular Class <40% (SPP 5b)	14,743	11.16%	14,727	11.12%	13,726	10.51%
Private Separate (Day) Facility*	1,004	0.76%	944	0.71%	987	0.76%
Public Separate (Day) Facility*	1,890	1.43%	1,905	1.44%	1,863	1.43%
Homebound/Hospital*	527	0.40%	654	0.49%	663	0.51%
Private Residential Facility*	25	0.02%	7	0.01%	7	0.01%
Correctional Facility	NA	N/A	N/A	N/A	137	0.10%
Parentally Placed Private School	N/A	N/A	2,540	1.92%	2,569	1.97%
State Operated Separate School ¹	1,207	0.91%	1,234	0.93%	1,198	0.92%
Total School Age	132,070	100.00%	132,379	100.00%	130,618	100.00%
Total of Separate Placements* (SPP 5c)	4,653	3.52%	4,744	3.58%	4,718	3.61%

Source: District reported data on Core Data Screen 11

**"Total Separate" includes: State Operated Separate School, Private/Public Separate Facilities; Homebound/Hospital and Private Residential Facilities

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories (special education data excludes PPPS students)

	White %	Black %	Hispanic	Asian %	Indian %	Total %
Total District Enrollment (K-12)	76.42%	18.11%	3.39%	1.67%	0.42%	100.00%
Total IEP Child Count (3-21)	76.36%	20.43%	2.11%	0.78%	0.33%	100.00%
Mental Retardation	64.47%	32.35%	2.01%	0.77%	0.39%	100.00%
Emotional Disturbance	65.78%	32.24%	1.37%	0.26%	0.37%	100.00%
Speech/Language Impairment	83.01%	13.59%	2.13%	1.01%	0.26%	100.00%
Specific Learning Disability	73.07%	23.82%	2.28%	0.45%	0.38%	100.00%
Other Health Impairment	81.56%	16.42%	1.24%	0.40%	0.38%	100.00%
Autism	80.40%	15.34%	1.97%	1.94%	0.35%	100.00%

Source: District reported data on Core Data Screens 11 and 16

Student Assessment Data

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3b and 3c)

The following table indicates statewide assessment results for students with disabilities

2005-06 IEP MAP and MAP-A	Grade	Accountable	Participation Rate (3b)	Proficient or Advanced Percent (3c)
Communication Arts	3	10711	96.9%	23.30%
Communication Arts	4	10773	97.7%	21.80%
Communication Arts	5	10558	97.7%	18.60%
Communication Arts	6	10163	96.5%	14.50%
Communication Arts	7	10759	94.7%	12.10%
Communication Arts	8	10776	96.1%	10.90%
Communication Arts	11	7602	93.1%	10.10%
Communication Arts	3-5	32042	97.4%	21.25%
Communication Arts	6-8	31698	95.8%	12.48%
Communication Arts	All	71342	96.2%	16.22%
Mathematics	3	10704	99.1%	28.90%
Mathematics	4	10762	99.1%	25.30%
Mathematics	5	10576	99.0%	20.80%
Mathematics	6	10169	98.1%	17.70%
Mathematics	7	10731	97.8%	14.10%
Mathematics	8	10781	97.7%	13.00%
Mathematics	10	9334	97.0%	10.40%
Mathematics	3-5	32042	99.1%	25.02%
Mathematics	6-8	31681	97.9%	14.90%
Mathematics	All	73057	98.3%	18.80%

2006-07 IEP MAP and MAP-A	Grade	Accountable	Participation Rate (3b)	Proficient or Advanced Percent (3c)
Communication Arts	3	10933	97.5%	24.40%
Communication Arts	4	10576	98.5%	23.60%
Communication Arts	5	10308	98.5%	20.80%
Communication Arts	6	9988	98.0%	16.20%
Communication Arts	7	9736	96.1%	14.10%
Communication Arts	8	10340	97.2%	11.30%
Communication Arts	11	7747	94.5%	9.80%
Communication Arts	3-5	31817	98.2%	22.98%
Communication Arts	6-8	30064	97.1%	13.84%
Communication Arts	All	69628	97.3%	17.62%
Mathematics	3	10934	99.1%	29.60%
Mathematics	4	10578	99.2%	27.00%
Mathematics	5	10302	99.1%	23.90%
Mathematics	6	9959	98.8%	20.50%
Mathematics	7	9739	98.3%	17.40%
Mathematics	8	10308	98.2%	14.20%
Mathematics	10	9249	97.5%	11.50%
Mathematics	3-5	31814	99.2%	26.88%
Mathematics	6-8	30006	98.4%	17.36%
Mathematics	All	71069	98.6%	20.89%

Source: MAP Assessment - includes MAP and MAP-A results

Participation Rate = Reportable / Accountable

Proficient or Advanced Percent = (Number of Proficient + Number of Advanced) / Reportable

Evaluation, Parent Involvement and Suspension/Expulsion Data

District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3a)

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities. For district AYP status, refer to School Data and Statistics website: <http://www.dese.mo.gov/schooldata/>

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	Number evaluated	Number within acceptable timelines	Percent within acceptable timelines*
2005-06	4,107	3,891	94.74%
2006-07	1,994	1,869	93.73%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year
 Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Parent Survey Data (SPP 8)

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities

Reporting Year	Total Responses	Number Agree/ Strongly Agree	% Agree/ Strongly Agree
2005-06	6,426	4,461	69.42%

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year
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Suspension/Expulsion Data (SPP 4a)

School Year 2006-2007	State				Ratio of IEP : NonIEP rate
	Students IEP		Students NonIEP		
	#	Rate per 100 students	#	Rate per 100 students	
OSS - All	14,742	11.5	46,879	6.1	1.89
OSS > 10 Days	3,046	2.4	8,486	1.1	2.16
ISS - All	19,027	14.9	78,873	10.2	1.45
ISS > 10 Days	2,337	1.8	7,168	0.9	1.96
Total OSS and ISS	33,769	26.4	125,752	16.3	1.62
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
	#	Rate per 100 students	#	Rate per 100 students	
OSS - All	30,142	23.5	83,398	10.8	2.17
OSS > 10 Days	3,287	2.6	9,027	1.2	2.19
ISS - All	50,221	39.2	186,015	24.1	1.62
ISS > 10 Days	2,370	1.9	7,264	0.9	1.96
Total OSS and ISS	80,363	62.8	269,413	35.0	1.79

Source: District reported data on Core Data Screens 9, 11 and 16

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1,2)

The following table indicates the numbers and percents of students with disabilities who graduate or drop out from school

	2004-05	2005-06	2006-07	2006-07*
Graduation data (SPP 1)				
Number of students with disabilities who graduated	6,268	6,493	6,694	6,694
Graduation rate for students with disabilities	72.86%	74.05%	74.94%	71.39%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	46,433	46,954	46,560	47,067
Number of students with disabilities who dropped out	2,335	2,275	2,238	2,683
Dropout rate for students with disabilities	5.03%	4.85%	4.81%	5.70%

Source: District reported data on Core Data Screens 12 and 11

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

*Totals include data reported by Dept of Corrections

Data reported by DOC are excluded from the other totals

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	Total Reviewed	Number Met	Percent Met*
2005-06	460	206	44.78%
2006-07	504	372	73.81%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Follow-up on Previous Year's Graduates (IEP) (SPP 14)

Districts are required to follow-up with all graduates six months after graduation. The following table indicates the district-reported data.

	2005 Graduates		2006 Graduates	
	#	%	#	%
4 - Year College	706	11.26%	771	11.87%
2 - Year College	1,397	22.29%	1,555	23.95%
Non - College	394	6.29%	431	6.64%
Military	190	3.03%	198	3.05%
Employment	2,223	35.47%	2,290	35.27%
Other	627	10.00%	497	7.65%
Unknown	497	7.93%	510	7.85%
Total Employed / Continuing Education	4,910	78.33%	5,245	80.78%
Total Follow-up	6,034	96.27%	6,252	96.29%
Not reported	234	3.73%	241	3.71%
Total Graduates	6,268	100.00%	6,493	100.00%

Source: District reported data on Core Data Screen 08

Total Employed & Continuing Education = Sum of (4-year and 2-year college, non-college, military and employment) / graduates