

**Division of Special Education
Data Coordination**

Data Collection and Reporting
Overview 2007-08

Series

- **Resources and handouts:**
<http://www.dese.mo.gov/divspeced/Compliance/index.html>
- **Questions:** webreplyspe@dese.mo.gov or 573-751-0699
- **Other topics:** Discipline, Finance, Special Education Process, Complaint Process, Administration of Special Education, RtI, Transition






Data Requirements of IDEA04

- **State Performance Plan and Annual Performance Report**
 - Twenty (20) performance indicators for the state (14 apply to districts)
 - Targets for six years were established in the SPP
 - Annual state progress to be reported in Annual Performance Reports
 - District progress to be publicly reported annually (School Data and Statistics)






Data Requirements of IDEA04

- Child Count
- Educational Environments
- Exiting
- Discipline (Suspension/Expulsion)
- Personnel
- Assessment
- Due process/mediation
- Disproportionality
- Parentally-placed private school children
- Early intervening services

What are Screens and Exhibits?

-  A "Screen" is a data collection
-  DESE currently has 30 screens, several involve special education data
-  Each Screen has instructions in the Core Data Manual
-  "Exhibits" in the Manual provide code sets and definitions that are used for the Screens
-  Core Data Manual:
<http://dese.mo.gov/divimprove/coredata/CDcollect.html>

What is MOSIS?

-  Missouri Student Information System
-  Student level record system
-  Student level collections will eventually replace the core Data Collections
- 
-  • <http://www.dese.mo.gov/MOSIS/>


Graduation Rate



- Percent of youth with IEPs graduating from high school with a regular diploma

Indicator 1

Dropout Rate



- Percent of youth with IEPs dropping out of high school

Indicator 2

Screen 12 - Exiting

- **Unduplicated** count of students with disabilities, ages 3-21, who left special education by:
 - Building
 - Age
 - Disability category
 - Exit category
 - Gender
 - Race/Ethnicity
 - LEP
- Comparable to Screen 13 data for IEP
- June cycle collection

Exit Codes Who are Dropouts?

- **DROPOUT CODES** used to determine dropout rates for ages 14+:

- 03 – Received Certificate
- 04 – Reached Maximum Age
- 07 – Moved, Not Known to be Continuing
- 08 – Dropped Out

Transition Planning

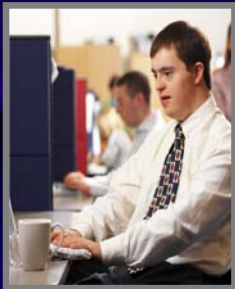


- Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Transition Planning Data Collection

- Collected in IMACS the year prior to MSIP year
- Evaluated via file review using transition checklist

Post-School Follow-up



- Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

Indicator 14

Screen 8 – Graduate Follow-Up

- Collects follow-up data for all graduates with a column for students with IEPs
- Compared to previous year's graduates from Screen 12
- February cycle collections

Assessment

• Participation and performance of children with disabilities on statewide assessments:

- a. Percent of districts meeting the state's AYP objectives for progress for disability subgroup
- b. Participation rate for children with IEPs
- c. Proficiency rate for children with IEPs

Indicator 3

Suspension/Expulsion

Rates of Suspension/Expulsion:

- Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

Indicator 4

Screen 09 – Discipline

•Report of all incidents resulting in suspension or expulsion (June cycle)

- | | |
|----------------------------|--|
| - Building | - Disability |
| - Student ID and Grade | Category |
| - Date and Type of Offense | - Removal Type and Length |
| - Weapon Type | - Modified Length and Alternate Placements |
| - Race/Ethnicity | (expulsions only) |
| - Gender & LEP | |

School-Age Placements

•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
- c. In separate schools, residential facilities, or homebound/hospital placements

Indicator 5

ECSE Educational Environments

• Percent of children ages 3-5 with IEPs:

- a. Attending a regular early childhood program
- b. Not attending a regular early childhood program or kindergarten and attending a special education program
- c. Not attending a regular early childhood program or kindergarten and not attending a special education program

Disproportionality

• Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 9

Percent of districts with disproportional representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 10

Screen 11 – Child Count

• Unduplicated count of students with disabilities as of December 1, ages 3-21, by:

- Building
- Age
- Disability category (2006-07 – Split Speech and Language Impairment into two categories)
- Placement or educational environment category
- Gender
- Race/ethnicity
- Limited English Proficiency (LEP)
- December cycle collections

Screen 11 Miscellaneous

- **Placement vs. educational environment**
 - Placement is IEP team decision
 - Educational Environment is where the student is spending their time
- **School-age vs. ECSE**
 - School-age placements
 - ECSE educational environments

Screen 11 Miscellaneous

- ECSE – separate class vs. separate school
- ECSE – reported by district of residence (except for St. Louis County)
- SSSH, MSB, MSD students NOT reported by local districts
- Review Reporting Guidelines and other Technical Assistance on web

Early Childhood Outcomes

- **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) and
 - c. Use of appropriate behaviors to meet their needs

Indicator 7

Early Childhood Outcomes

- Data collected at entry and exit from ECSE
- Data reported to DESE at end of year
 - All entry and exit data compiled during that school year
 - MOSIS ID used to match up entry and exit data in order to determine the outcome
- Outcome = Progress made from entry to exit

Early Childhood Outcomes

- For more information:
<http://www.dese.mo.gov/divspeced/ECOtraining.html>

Parent Involvement

- 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

Indicator 8

Parent Involvement Data Collection

- Uses two questions from the MSIP Parent Advance Questionnaire (AQ)
 - My involvement in my child's education has improved his/her achievement
 - The school encourages parents to be involved
- If "agree" or "strongly agree" on both, then "yes" for SPP 8

Child Find

- Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days

Indicator 11

Part C to B Transition

- 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.

Indicator 12

Monitoring Collections

- Initial Evaluation Timelines
 - 60 day timeline
- Part C to Part B Transition Timelines
 - IEP by third birthday
- Both collected in IMACs the year prior to MSIP year
- More information during the MSIP special education trainings

Screens 18/20 – Course and Assignment

- Core Data Manual Exhibit 16
- Reporting table and technical assistance on the web
- NEW for 2007-08 – No Special Education Contact Number or caseload calculation
- Data evaluated for highly qualified and appropriate certification purposes

Parentally Placed Private School Children with Disabilities

- I-form due June 30
 - Number of children **EVALUATED** during the school year
 - Number of those evaluated who were determined **ELIGIBLE**
 - Number of those determined eligible who were **SERVED** by the public school

Early Intervening Services

- Early intervening services are services that the district may provide, using up to 15% of IDEA Part B funds, to students who have NOT been identified as needing special education and related services, but who need additional academic and behavioral support to succeed in a general education environment

Early Intervening Services

- **I-form due June 30**
 - Number of students without IEPs who received early intervening services during the school year
 - Number of students with IEPs who had received early intervening services in past two school years

Ensuring Accurate Data

- Review Data Notes and Q&A on web
- Use the verification reports sent out by the Data Coordination section
- Fix "Edits" prior to submitting
- Total number of reported students reasonable
- Compare to other Screens that report similar data
- Compare current year to previous years and find an explanation for significant changes (+/- 10 and 10%)



Improvement Planning

- Data and systems analysis
- Identify strengths and concerns
- Build a plan that includes activities that will address what is not working
- Avoid “random acts of improvement”

Data Drill Down

- Consider multiple data sources
 - Student Learning
 - Demographics
 - Perceptions
 - Processes
- Ask/Determine “WHO?”
- Ask/Determine “WHY?”

Data Drill Down

My district has a high dropout rate.

- **What data sources are available?**
 - Screen 12 exit data, discipline data, school policies, family/community information. GPA, credits earned, programs available and utilized, transition plans, exit surveys, etc.

Data Drill Down

My district has a high dropout rate.

- **WHO are the dropouts?**
 - Dropout rates by disability category
 - Dropout prevalence by disability category
 - Dropouts by age
 - Dropouts by race

Data Drill Down

My district has a high dropout rate.

- **WHY are they dropping out?**
 - Number of credits as juniors low
 - District attendance policy
 - Discipline rate high with lots of suspensions
 - Lack of work experience programs to meet the needs of those dropping out



Special Education Data Coordination Contacts	
Telephone: (573) 526-0299 Fax: (573) 526-5946	
Mary Corey, Director	Email: Mary.Corey@dese.mo.gov
Jackie McKim, Planner	Email: Jackie.McKim@dese.mo.gov
Bill Connelly, Planner	Email: Bill.Connelly@dese.mo.gov
Kristy Luebbert, Data Specialist	Email: Kristy.Luebbert@dese.mo.gov
Regina Miller, Admin. Asst.	Email: Regina.Miller@dese.mo.gov
