Missouri Department of Elementary and Secondary Education
Special Education District Profile

DUNKLIN R-V (050-005)

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 district 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.

The purpose of this profile is to:

a. Provide information to the public about the performance of districts on the SPP Indicators
b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the district 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 district 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 webreplyspedc@dese.mo.gov.

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SPP Targets and District Status

SPP Indicator*	District Data 2006-07		Target	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)	NA	NA**	= 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)	65.38%	Met	≥ 60.00%	≥ 60.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5b)	15.38%	Not Met	≤ 10.90%	≤ 10.50%
Percent of children with IEPs served in separate settings (SPP 5c)	1.28%	Met	≤ 3.45%	≤ 3.20%
Was district identified as having disproportionality of racial/ethnic groups in special education or in specific disability categories that is the result of inappropriate identification? (SPP 9/10)	No			
Assessment Data				
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3b)	98.73%	Met	≥ 95.00%	= 100.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3b)	98.81%	Met	≥ 95.00%	= 100.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	12.82%	Not Met	≥ 42.90%	≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	19.28%	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)	NA	NA**	= 100.00%	100.00%
Parent Survey Data				
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 (SPP 8)	NA	NA**	≥ 77.00%	≥ 80.00%
Suspension/Expulsion Data				
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	No			
Secondary Transition Data				
Graduation rate for students with disabilities (SPP 1)	80.00%	Met	≥ 74.00%	≥ 78.50%
Dropout rate for students with disabilities (SPP 2)	7.69%	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)	NA	NA**	= 100.00%	100.00%

* Only those indicators for which data are available and/or targets have been established are included in this summary
** Data are collected from districts in conjuntion with their MSIP review, so data is not available for all districts every year. For districts with data, the met/not met call for compliance indicators is pending finalization of the compliance desk review of district data

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	24	9.70%
2005-06	9	3.64%
2006-07	16	6.47%
State 2006-07	10,873	5.82%

Source: District reported data from Core Data Screen 11 and census data (2003 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		State 2006-2007
	#	%	%
In the regular early childhood program at least 80%	0	0.00%	47.50%
In the regular early childhood program 40-79%	2	12.50%	12.65%
In the regular early childhood program less than 40%	0	0.00%	3.05%
Separate Class	10	62.50%	25.56%
Separate School	0	0.00%	1.82%
Residential Facility	0	0.00%	0.04%
Home	3	18.75%	1.45%
Service Provider location	1	6.25%	7.93%
Total Early Childhood	16	100.00%	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 to 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 and eligible	IEPs developed within acceptable timelines	Percent developed within acceptable timelines	State	
				2005-06	2006-07
NA	NA	NA	NA	95.77%	92.55%

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

Early Childhood Outcome Data (SPP 7)

Data will be included in this report beginning in the 2009-20010 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	State 2006-07
Mental Retardation	11	0	11	0.82%	1.29%
Emotional Disturbance	12	0	12	0.89%	0.91%
Speech/Language Impairment	44	0	44	3.28%	3.90%
Orthopedic Impairment	0	0	0	0.00%	0.06%
Visual Impairment	0	0	0	0.00%	0.05%
Hearing Impairment	2	0	2	0.15%	0.15%
Specific Learning Disabilities	70	0	70	5.21%	5.27%
Other Health Impairment	11	0	11	0.82%	1.71%
Deaf/Blindness	0	0	0	0.00%	0.00%
Multiple Disabilities	0	0	0	0.00%	0.16%
Autism	6	0	6	0.45%	0.50%
Traumatic Brain Injury	0	0	0	0.00%	0.05%
Young Child w/ Developmental Delay	0	0	0	0.00%	0.18%
Total	156	0	156	11.62%	14.25%

Source: District reported data on Core Data Screens 11 and 16. Child Count data 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 included in the regular education classroom.

Placement Categories	2004-2005		2005-2006		2006-2007		State 2006-2007
	#	%	#	%	#	%	%
Inside Regular Class >79% (SPP 5a)	118	71.08%	112	73.20%	102	65.38%	57.23%
Inside Regular Class 40-79%	35	21.08%	22	14.38%	28	17.95%	26.58%
Inside Regular Class <40% (SPP 5b)	13	7.83%	19	12.42%	24	15.38%	10.51%
Private Separate (Day) Facility*	0	0.00%	0	0.00%	0	0.00%	0.76%
Public Separate (Day) Facility*	0	0.00%	0	0.00%	2	1.28%	1.43%
Homebound/Hospital*	0	0.00%	0	0.00%	0	0.00%	0.51%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.01%
Correctional Facility	N/A	N/A	N/A	N/A	0	0.00%	0.10%
Parentally Placed Private School	N/A	N/A	0	0.00%	0	0.00%	1.97%
State Operated Separate School^	0	0.00%	0	0.00%	0	0.00%	0.92%
Total School Age	166	100.00%	153	100.00%	156	100.00%	100.00%
Total of Separate Placements* (SPP 5c)	0	0.00%	0	0.00%	2	1.28%	3.61%

Source: District reported data on Core Data Screen 11
*"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School
^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and State Schools for the Severely Handicapped

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)	93.82%	3.87%	1.64%	0.37%	0.30%	100.00%
Total IEP Child Count (3-21)	97.67%	2.33%	0.00%	0.00%	0.00%	100.00%
Mental Retardation	90.91%	9.09%	0.00%	0.00%	0.00%	100.00%
Emotional Disturbance	91.67%	8.33%	0.00%	0.00%	0.00%	100.00%
Speech/Language Impairment	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Specific Learning Disability	98.57%	1.43%	0.00%	0.00%	0.00%	100.00%
Other Health Impairment	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Autism	100.00%	0.00%	0.00%	0.00%	0.00%	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 (SPP 3b)	Proficient or Advanced Percent (SPP 3c)	State Proficient or Advanced Percent
Communication Arts	3	7	100.00%	0.00%	23.30%
Communication Arts	4	14	100.00%	21.40%	21.80%
Communication Arts	5	14	100.00%	0.00%	18.60%
Communication Arts	6	20	100.00%	15.00%	14.50%
Communication Arts	7	11	100.00%	9.10%	12.10%
Communication Arts	8	9	100.00%	0.00%	10.90%
Communication Arts	11	14	92.86%	0.00%	10.10%
Communication Arts	3-5	35	100.00%	8.57%	21.25%
Communication Arts	6-8	40	100.00%	10.00%	12.48%
Communication Arts	All	89	98.88%	7.95%	16.22%
Mathematics	3	6	100.00%	0.00%	28.90%
Mathematics	4	14	100.00%	42.90%	25.30%
Mathematics	5	14	100.00%	7.10%	20.80%
Mathematics	6	20	100.00%	15.00%	17.70%
Mathematics	7	11	100.00%	36.40%	14.10%
Mathematics	8	9	100.00%	0.00%	13.00%
Mathematics	10	12	100.00%	0.00%	10.40%
Mathematics	3-5	34	100.00%	20.59%	25.02%
Mathematics	6-8	40	100.00%	17.50%	14.90%
Mathematics	All	86	100.00%	16.28%	18.80%

2006-07 IEP MAP and MAP-A	Grade	Accountable	Participation Rate (SPP 3b)	Proficient or Advanced Percent (SPP 3c)	State Proficient or Advanced Percent
Communication Arts	3	13	92.31%	41.67%	24.40%
Communication Arts	4	7	100.00%	14.29%	23.60%
Communication Arts	5	13	100.00%	7.69%	20.80%
Communication Arts	6	14	100.00%	7.14%	16.20%
Communication Arts	7	13	100.00%	7.69%	14.10%
Communication Arts	8	8	100.00%	12.50%	11.30%
Communication Arts	11	11	100.00%	0.00%	9.80%
Communication Arts	3-5	33	96.97%	21.88%	22.98%
Communication Arts	6-8	35	100.00%	8.57%	13.84%
Communication Arts	All	79	98.73%	12.82%	17.62%
Mathematics	3	13	100.00%	30.77%	29.60%
Mathematics	4	7	100.00%	28.57%	27.00%
Mathematics	5	13	92.31%	41.67%	23.90%
Mathematics	6	14	100.00%	14.29%	20.50%
Mathematics	7	13	100.00%	15.38%	17.40%
Mathematics	8	8	100.00%	12.50%	14.20%
Mathematics	10	16	100.00%	0.00%	11.50%
Mathematics	3-5	33	96.97%	34.38%	26.88%
Mathematics	6-8	35	100.00%	14.29%	17.36%
Mathematics	All	84	98.81%	19.28%	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	State 2005-06	State 2006-07
NA	NA	NA	NA	94.74%	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

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	State 2006-2007
NA	NA	NA	NA	69.42%

Source: MSIP Parent Advance Questionnaire
Note: Data collected from districts in conjunciton with the MSIP review; therefore not available for all districts every year
Statewide reporting includes approximately 1/5 of all school districts in the state

Suspension/Expulsion Data (SPP 4a)

School Year 2006-2007	District					State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students		#	Rate per 100 students	#	Rate per 100 students	
OSS - All	19	12.2	65	5.5	2.22	14,742	11.5	46,879	6.1	1.89
OSS > 10 Days	3	1.9	11	0.9	2.08	3,046	2.4	8,486	1.1	2.16
ISS - All	39	25.0	203	17.1	1.46	19,027	14.9	78,873	10.2	1.45
ISS > 10 Days	9	5.8	16	1.3	4.28	2,337	1.8	7,168	0.9	1.96
Total OSS and ISS	58	37.2	268	22.6	1.65	33,769	26.4	125,752	16.3	1.62
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate	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	26	16.7	103	8.7	1.92	30,141	23.5	83,385	10.8	2.17
OSS > 10 Days	3	1.9	11	0.9	2.08	3,287	2.6	9,027	1.2	2.19
ISS - All	145	92.9	438	36.9	2.52	50,221	39.2	185,956	24.1	1.62
ISS > 10 Days	9	5.8	16	1.3	4.28	2,370	1.9	7,264	0.9	1.96
Total OSS and ISS	171	109.6	541	45.6	2.41	80,362	62.8	269,341	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	*State 2006-07
Graduation data (SPP 1)				
Number of students with disabilities who graduated	9	12	16	6,696
Graduation rate for students with disabilities	69.23%	92.31%	80.00%	75.37%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	83	59	52	46,560
Number of students with disabilities who dropped out	4	1	4	2,188
Dropout rate for students with disabilities	4.82%	1.69%	7.69%	4.70%

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
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
NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.
*Totals exclude data reported by Dept of Corrections

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	State 2005-06	State 2006-07
NA	NA	NA	NA	44.78%	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

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		State 2006 Graduates	
	#	%	#	%	#	%
4 - Year College	0	0.00%	2	16.67%	771	11.87%
2 - Year College	3	33.33%	7	58.33%	1,555	23.95%
Non - College	0	0.00%	0	0.00%	431	6.64%
Military	1	11.11%	0	0.00%	198	3.05%
Employment	5	55.56%	3	25.00%	2,290	35.26%
Other	0	0.00%	0	0.00%	497	7.65%
Unknown	0	0.00%	0	0.00%	510	7.85%
Total Employed / Continuing Education	9	100.00%	12	100.00%	5,245	80.77%
Total Follow-up	9	100.00%	12	100.00%	6,252	96.27%
Not reported	0	0.00%	0	0.00%	242	3.73%
Total Graduates	9	100.00%	12	100.00%	6,494	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