D. Kent King
Commissioner of Education

P.O. Box 480
Jefferson City, MO 65102-0480
http://dese.mo.gov

Missouri Department of Elementary and Secondary Education

— Making a positive difference through education and service —

April 29, 2004

Ms. Gwendolyn A. Gage
Management and Program Analyst
Monitoring and State Improvement Planning Division
Office of Special Education Programs
U. S. Department of Education
Mary E. Switzer Building
330 C Street, SW, Room 3617
Washington, DC 20202-2640

Dear Ms. Gage:

Enclosed please find an original and three copies of the Missouri Special Education Annual Performance Report for Part B of the Individuals with Disabilities Education Act, covering the reporting period July 1, 2002, through June 30, 2003.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

Melodie A. Friedebach, Assistant Commissioner
Division of Special Education

lmb

Missouri
Special Education
Annual Performance Report

(Reporting Period July 1, 2002 through June 30, 2003)

Part B of the Individuals with Disabilities Education Act

April 2004

Department of Elementary and Secondary Education
Division of Special Education

Part B Annual Performance Report

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Missouri Department of Elementary and Secondary Education

Introduction

Important Notes

This Annual Performance Report is for the reporting period July 1, 2002 through June 30, 2003, with "future activities" beginning with 2003-04. Several observations need to be pointed out:

- The "Future Activities" section of this Annual Performance Report (APR) covers the same time period as the previously submitted Improvement Plan, beginning with 2003-04 which is nearing completion. This section is largely a repeat of the Missouri's Improvement Plan which was submitted to the Office of Special Education Programs (OSEP) in July 2003. To date, DESE is awaiting a letter of response on the Improvement Plan from OSEP.
- This APR makes very few adjustments to the Improvement Plan. Analysis is based on data prior to the implementation of the Improvement Plan. Time is needed for the Improvement Plan to be implemented before analyzing for the impact of the plan and looking for additional adjustments.
- Probes GS.V and BF.VI are new for this report. Historical data for these probes, particularly BF.VI dealing with the improvement of skills in preschool children, are limited.

Background

Missouri began working on the Self-Assessment component of the Continuous Improvement Monitoring Process (CIMP) in July 2000, and the Self-Assessment was submitted to OSEP in October 2002. The Self-Assessment process involved an analysis of existing data, and resulted in improved data collection methodologies, establishment of baselines, and most importantly, an increased focus on performance and outcomes of students with disabilities. Subsequent to the completion of the Self-Assessment, the Special Education Advisory Committee (SEAP) worked through a process which identified two priority areas. These areas were Elementary Achievement and Post-Secondary Outcomes. A third priority, monitoring of city/county jails, was added as a result of a finding of noncompliance in OSEP's response to the Self-Assessment.

The Division worked with Great Lakes Area Regional Resource Center (GLARRC) to design a process to arrive at strategies to address the priority areas. GLARRC facilitated two 2-day meetings with two groups of stakeholders during April 2003. One group dealt with elementary achievement and the second group dealt with post-secondary outcomes. The objectives for the initial meetings were

- To generate, clarify, classify and prioritize causal factors that inhibit a coordinated system and
- To analyze the root causes that inhibit a coordinated system.

The objectives for the second set of meetings were

- To review the system of root causes/barriers and improve outcomes
- To generate clarify, classify and prioritize strategies
- To construct alternative profiles of recommended strategies
- To build consensus on the profile of strategies and
- To map the influence relationship of the consensus profile.

The Improvement Plan, submitted to OSEP in July 2003, is a result of the work of these stakeholders. To date, DESE has not received a letter of response on the Improvement Plan from OSEP. The "Future Activities" section of this APR is largely a repeat of the Improvement Plan since both were to begin with the 2003-04 year. Not enough time has passed since the completion of the Improvement Plan to both implement the plan and assess the impact of the plan.

Recent Developments

The Division is very committed to the priority areas identified by the Special Education Advisory Committee, and in addition to strategies outlined in the Improvement Plan and this Annual Performance Report, the Division has submitted a State Improvement Grant (SIG) application that focuses on improving elementary achievement and post-secondary outcomes for students with disabilities.

A recent addition to Special Education resources available to school districts is Special Education Consultants located in Regional Professional Development Centers (RPDCs). These consultants will play a major role in the implementation of the SIG work scope, but will provide assistance to districts whether or not the SIG is awarded. Special education RPDC consultants work with school districts, RPDC staff and other state consultants and supervisors to improve student academic performance in districts and/or schools as identified through data analysis and the priority school process. Special education RPDC consultants deliver and support Division of Special Education professional development initiatives including those relative to meeting performance goals and indicators.

Special education RPDC consultants expand the capacity of the Division of Special Education to provide regional services throughout the state. Regional team members provide support and service to priority schools and their responsibilities may include:

- Serving on Success Teams or Management Teams
- Service to unaccredited and provisionally accredited districts or Academically Deficient School
- Teaming with Missouri Assessment Program (MAP) Regional Facilitators to analyze disaggregated special education student performance on the MAP
- Teaming with the MAP Regional Facilitators to support districts in planning and sustaining professional development to improve student performance
- Working with districts that have been identified as low performers in elementary achievement or secondary transition to perform a root-cause analysis and to develop professional development plans that will address the unique needs of each district.

Explanation of "Future Activities" sections

- IP Key – After submitting the Part B Improvement Plan in July 2003, the Division developed a work scope. The IP Key is primarily for internal tracking of progress.
- Improvement Strategies – General description of the activity
- Future Activities to Achieve Projected Targets – More detailed activities which will lead towards attainment of targets
- Evidence of Change – The measurement of progress for the activities
- Projected Timelines and Resources – Anticipated completion date for the activities and section responsibilities and funding type

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?

GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?

GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

- Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

State Goals Established during Improvement Planning (submitted July 1, 2003):

- The Department of Elementary and Secondary Education has a proper method of monitoring and ensuring compliance in all programs providing special education and related services to youth with disabilities in city and county jails.
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities. *
- Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.*

*Also goal/indicator for students who are non-disabled.

Performance Indicators (for reporting period July 1, 2002 through June 30, 2003):

GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.

GS.V State procedures and practices ensure collection and reporting of accurate and timely data.

GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

District data for the 2nd cycle of monitoring (1996-97 through 2000-01)

Year	# initial reviews	# requiring follow-up 1	# requiring follow-up 2	# requiring follow-up 3	# requiring follow-up 4	% non-compliant at initial review
1996-97	107	85	20	6	0	79.4%
1997-98	103	80	20	5	0	77.7%
1998-99	94	87	35	9	0	92.6%
1999-00	117	103	29	1	0	88.0%
2000-01	108	89	4	0	0	82.4%

District data for 3rd cycle of monitoring (2001-02 through 2005-06)

Year	# initial reviews	# requiring follow-up 1	# requiring follow-up 2	# requiring follow-up 3	# requiring follow-up 4	% non-compliant at initial review
2001-02	102	87 (76 completed 11 not completed)	27 (15 completed 12 not completed)	6		85.3%
2002-03	100	95 (3 completed 92 not completed)	1			95.0%
2003-04	110 (70 reviews completed as of 3/30/04)	46				

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04

Formulas: Percent of districts non-compliance = Number of districts out of compliance at initial review/Total districts reviewed

Initial monitoring reviews find at least one area of noncompliance in 80-90% of districts, indicating that noncompliance is being identified. Many of the districts are found in compliance at the first follow-up; however, approximately 20-30% require second follow-ups. Performance indicators found out of compliance require an assurance statement from the district and are not included in the follow-up reviews except as desk audits of data.

As of March 30, 2004, there are 12 second follow-ups that have not yet been completed on district reviews initially held in 2001-02. These incomplete reviews are currently in process. Two are scheduled as on-site reviews and the remainder will be desk reviews of information submitted by the districts. All final reports will be issued by September 1, 2004.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- Focus monitoring and technical assistance on areas identified as problem areas in previous monitoring and child complaints.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Missouri is currently in the third year of a five-year monitoring cycle during which all school districts in the state are reviewed. Special Education monitoring is completed in conjunction with the Missouri School Improvement Program (MSIP) district review and accreditation process. For a full description of the Special Education Monitoring system, see http://www.dese.state.mo.us/divspeced/Compliance/MSIP/index.html. In brief, districts attend training and complete a self-assessment the year prior to the MSIP review. The self-assessments are submitted to the Division and monitoring staff use the self-assessment results combined with a desk review to determine which districts will receive an on-site monitoring. Some monitoring standards and indicators have been changed slightly during this cycle in response to findings from previous years, but the majority of the review has been consistent for this cycle. Performance standards are increasingly becoming more of a focus.

Alan Coulter from the National Center on Special Education Accountability Monitoring (funded by OSEP) will be working with Missouri to establish more of a focused monitoring system for the next five-year cycle.

4. Projected Targets:

- Continue to focus on areas identified as problem areas in previous monitoring and child complaints
- The percent of districts found out of compliance on initial reviews decreases
- The percent of districts found out of compliance on child complaints decreases
- Additional targets are included in the Future Activities Table

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.V

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
1.1.1 GS.I	A) Convene a meeting of stakeholders (District special education directors, law enforcement, Department of Social Services, Vocational and Adult Education, Department of Corrections, Missouri Juvenile Justice Association) to discuss development and implementation of procedures to make a timely identification of students with disabilities held in city and county jails and provide required special education or related services.	*1.1.1.1* Meeting convened *1.1.1.2* Plan developed *1.1.1.3* Plan implemented	• FY04 plan implemented • FY04 monitoring results indicate that youth with disabilities incarcerated in city and county jails are being located and provided with services in a timely manner.	**Timelines:** **December 2003** **Plan Implemented** **Resources:** Section Responsibility: Compliance Monitoring system reports. Funding Type: Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
1.1.2 GS.I	B) Written Technical Assistance distributed to stakeholders to inform them of the state and federal requirements of the Individuals with Disabilities Education Act (IDEA) to locate and provide services to youth with disabilities held in city/county jails.	*1.1.2.1* Listserv message to districts *1.1.2.2* Content of technical assistance developed *1.1.2.3* Dissemination method identified	• FY04 technical information distributed • FY04 monitoring results indicate that youth with disabilities incarcerated in city/county jails are located and provided services in a timely manner.	**Timelines:** **August 2003 - July 2004** **Information distributed** **Resources:** Section Responsibility: Compliance Funding Type: Part B
1.1.3 GS.I	C) FY04 Monitoring procedures revised to incorporate interview of district staff and student file review specific to locating and providing services to youth with disabilities held in city/county jails.	*1.1.3.1* Monitoring procedures revised and implemented *1.1.3.2* Interview questions developed *1.1.3.3* File review procedures updated *1.1.3.4* Revised procedures implemented with 2003-2004 MSIP districts (includes Kansas City and St. Louis)	• Revised procedures implemented	**Timelines:** **September 2003** **Resources:** Section Responsibility: Compliance Funding Type: Part B
1.1.5 GS.I GS.II	E) District special education monitoring self-assessment (SEMSA) revised to include reporting of district procedures to locate and provide services to youth with disabilities held in city/county jails.	*1.1.5.1* Data obtained on district procedures to locate and provide services to youth with disabilities incarcerated in city/county jails.	• District special education monitoring self-assessment (SEMSA) includes procedures for locating and providing services to youth with disabilities	**Timelines:** **September 2003** **Revisions developed (for SEMSA due April 1, 2004)** **Resources:** Section Responsibility: Compliance Monitoring system reports Funding Type: Part B

GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations and hearing resolutions.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Districts complete a Special Education Monitoring Self-Assessment (SEMSA) the year prior to their monitoring review. Self-assessment results are compared to results of file reviews conducted by monitoring staff. Comparisons show a high level of agreement. The desk reviews that are conducted by monitoring staff include looking at the district SEMSAs as well as any child complaint or hearing decision information for that district. Selections of districts that will receive an on-site visit are based on all of this information.

The following table comparatively summarizes monitoring and child complaint issues for school year 2002-2003.

COMPARISON OF MONITORING AND CHILD COMPLAINT FINDINGS:

AREA	MONITORING		CHILD COMPLAINT ALLEGATIONS		
Evaluation	Children with disabilities receive timely evaluations, including children transitioning from Part C, if applicable.	43.46% noncompliant	Evaluations/ Reevaluations (General)	9/19 allegations out of compliance =	47.37% noncompliant
	Evaluations are appropriately administered, including evaluations for children transitioning from Part C, if applicable.	64.25% noncompliant	Conduct of the Evaluation	13/42 allegations out of compliance =	30.95% noncompliant
	Parents are afforded the opportunity to provide information that is used in the evaluations.	29.47% noncompliant	Timelines	15/34 allegations out of compliance =	44.12% noncompliant
	Eligibility criteria are applied appropriately for all initial evaluation.	22.22% noncompliant	All evaluation complaints	38/105 allegations out of compliance =	36.19% noncompliant
	Parents and children with disabilities are involved, when appropriate, in the evaluation and eligibility determination process.	51.32% noncompliant			
Transfer Procedures	The public agency implements required procedures for students who transfer from another state or from another Missouri district.	28.49% noncompliant	Transfer Procedures	8/16 allegations out of compliance =	50.00% noncompliant
Procedural Safeguards	Prior Written Notice is provided to parents and children, when appropriate, as required by state and federal regulations.	54.45% noncompliant	Provision of Notice	15/80 allegations out of compliance =	18.75% noncompliant

AREA	MONITORING		CHILD COMPLAINT ALLEGATIONS		
Secondary Transition	Children with disabilities, beginning at age 14, have IEPs that focus on a course of study related to transition objectives.	31.38% noncompliant	Post-Secondary Transition	2/6 allegations out of compliance =	33.33% noncompliant
	Children with disabilities, beginning at age 16, have IEPs that coordinate instruction (including related services), community and employment experiences, adult living objectives, and linkages with other service providers or agencies as determined appropriate to meet the post secondary goals of the student.	22.84% non compliant			
Special Education and Related Services (continued on next page)	Special Education and related services are provided as specified by the child's IEP.	22.00% noncompliant	Failure to provide services	19/75 allegations out of compliance =	25.33% noncompliant
	Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings.	34.95% noncompliant	IEP Implementation	56/153 allegations out of compliance =	36.60% noncompliant
	The IEP provides for involvement and progress in the general education curriculum.	54.12% noncompliant	Special Education and Related Services (general)	4/25 allegations out of compliance =	16.00% noncompliant
	Special factors (e.g., behavior, limited English proficiency, Braille, communication needs, and assistive technology services/devices) are taken into consideration when developing the IEP.	21.83% noncompliant	Failure to address	2/9 allegations out of compliance =	22.22% noncompliant
			Assistive Technology	4/7 allegations out of compliance =	57.14% noncompliant
			Progress Reports	8/23 allegations out of compliance =	34.80% noncompliant
			Provision of copy of IEP	8/19 out of compliance =	42.11% noncompliant

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Comparisons of monitoring and child complaint data suggest monitoring of districts scheduled for review are helping to identify if particular systemic issues exist. Data show that areas found out of compliance in monitoring reviews are also the basis for child complaints. Three particular monitoring items exhibit higher percents of noncompliance as compared to percents of child complaint allegations, i.e. appropriate administration of evaluations (Evaluation), the provision of prior written notice (Procedural Safeguards), and IEP providing for involvement in the general curriculum (Special Education and Related Services). All were about 30% higher suggesting monitoring of these items may be helping to redress the need for child complaint allegations.

Monitoring Data:

General Administration 5 -- The public agency conducts a program evaluation as required

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	92	5	0	1	1		5.4%
2002-2003	90	8	7	1	1		8.9%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.
Note: Monitoring data based on Special Education Monitoring Self-Assessment (SEMSA) submitted by district.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

These data, based on each district's Special Education Monitoring Self-Assessment (SEMSA), show that the majority of districts are completing the Annual Program Evaluation as required in the Missouri State Plan for Special Education.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- Systemic issues are identified and remediated through the analysis of data from all available sources.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The development and implementation of the Compliance Monitoring System to collect and maintain data in school year 2001-2002 provided integral monitoring information which can then be compared to child complaint data. The SEMSA and monitoring processes use all available data from monitoring, child complaints, due process hearings and anecdotal information.

4. Projected Targets:

- Systemic issues are identified and remediated through the analysis of data from all available sources.
- Additional targets are included in the Future Activities table

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.I, GS.V, BF.VI and BT

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
1.1.4 GS.II	D) FY04 monitoring results analyzed to determine level of understanding and compliance with IDEA requirements for locating and providing services to youth with disabilities held in city/county jails.	*1.1.4.1* Revised procedures implemented *1.1.4.2* Data entered into system *1.1.4.3* Reports generated	• Data obtained on extent of understanding and compliance with IDEA requirements for locating and providing services to youth with disabilities incarcerated in city/county jails.	**Timelines:** July 2005 **Resources:** Section Responsibility: Compliance Monitoring system reports Funding Type: Part B

GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

See Attachment 1 – Dispute Resolution - Complaints, Mediations, and Due Process Hearings Baseline/Trend Data.

Descriptions of Due Process Hearing and Child Complaint Systems:

Due Process Hearing System

The Due Process Hearing system in the State of Missouri is a one-tier system consisting of a state-level, three-member Hearing Panel for Part B, a single Hearing Officer for Part C and a single Hearing Officer for Expedited Hearings in Part B. The Part C Hearing Officer and the Part B Expedited Hearing Officer are attorneys under contract with the State of Missouri. The Part B hearing panel is composed of two trained lay officers, one selected by each party, and a Hearing Chair who is an attorney on contract with the State of Missouri. Both the Part B and Part C Due Process Hearing systems incorporate all requirements as specified in the Part B Federal Regulations at 300.506 through 300.514 and the Part C Federal Regulations at 303.419 through 303.425.

Requests for a Due Process Hearing must be made in writing to the Department of Elementary and Secondary Education, Division of Special Education. For the Part B hearing system, within (10) days of the date of the filing of a request, the parties must have identified their choice for a hearing officer. Within fifteen (15) days of the receipt of the request, a Hearing Chair is selected and the panel empowered.

Upon receipt of a request for a hearing, both parties are offered the opportunity for Mediation. Both parties must agree to enter into Mediation and agree on a trained Mediator from a list that is provided. If mediation is successful, a written agreement is developed. All discussions during mediations are confidential and may not be used in any subsequent due process hearings or civil proceedings.

In the Part B system, prior to filing a request for a Due Process Hearing, the parent may submit a request to the Local Education Agency (LEA) for an Informal Resolution Conference. A parent request for a Due Process Hearing is considered to be a waiver of their right to an Information Resolution Conference. In this case, the LEA may conduct the Resolution Conference and notify the parent of the results or they may waive the conduct of the conference.

If either party does not agree with the hearing decision, they may appeal the findings and decision in either state or federal court. The decision of the Due Process Hearing Panel is a final decision, unless a party to the hearing appeals.

Child Complaint System

A child complaint may be filed by any individual or organization that believes there has been a violation of any state or federal regulation implementing the IDEA in either the Part B or Part C system. The complaint must be filed in writing with the Department of Elementary and Secondary Education, Division of Special Education, unless it is determined that the requirement to file in writing effectively denies the individual the right to file the complaint. The child complaint procedures for Parts B and C incorporate all of the requirements as specified in the Part B Federal Regulations at 300.660 through 300.662 and the Part C Federal Regulations at 303.510 through 303.512.

Child complaints are investigated by a staff member of the Division of Special Education. Decisions are issued by the Commissioner of Education within sixty (60) days of the receipt of the complaint, unless it is determined that a longer period is necessary due to exceptional circumstances that exist with respect to a particular complaint.

In resolving a complaint in which it is found that a Responsible Public Agency is out of compliance, the Department addresses within its decision how to remediate the compliance violation, including as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the child; and appropriate future provision of services for all children with disabilities. If needed, technical assistance activities and negotiations are undertaken.
If a written complaint is received that is also the subject of a due process hearing or contains multiple issues of which one or more are part of that hearing, the part(s) of the complaint that are being addressed in the due process hearing are set aside until the conclusion of the hearing.

If an issue is raised in a complaint that has previously been decided in a due process hearing involving the same parties, the hearing decision is binding. A complaint alleging a school district's failure to implement a due process decision is resolved by the Department of Elementary and Secondary Education (DESE).

Monitoring Data:

Child Complaints

School Year	Total Child Complaints		Total Child Complaints Beyond 60 Day Timeline	
	Total Filed	Total Decisions	#	%
2001-2002	125	113	6	5.3%
2002-2003	166	150	3	2.0%

Source: Missouri Division of Special Education – Child Complaint Database as of 02/25/2004
Formulas: Percent of Child Complaints Beyond 60 Day Timeline = Number of Child Complaints Beyond 60 Days/Total Decisions

Child Complaint Allegations

School Year	Total Allegations	Allegations Found Out of Compliance	
	#	#	%
2001-2002	405	107	26.4%
2002-2003	505	108	21.4%

Source: Missouri Division of Special Education – Child Complaint Database as of 02/25/2004
Formulas: Percent of Allegations Found Out of Compliance = Number of Allegations Found Out of Compliance/Total Allegations

Corrective Action Plans (CAP) for Child Complaint Allegations Found Out of Compliance

School Year	Corrective Action Plans Extending Beyond 45 Days				Total CAPs Beyond 45 Day Timeline	
	Total with Granted Extension Date	Total Given and Meeting Granted Extension Date	Total Not Meeting Granted Extension Date	Total without Granted Extension Date	#	%
2001-2002	18	18	0	30	30	28.0%
2002-2003	13	10	3	24	27	25.0%

Source: Missouri Division of Special Education - Child Complaint Database as of 02/25/2004
Formulas: Percent of CAPs Beyond 45 Day Timeline = Number of CAPs Beyond 45 Day Timeline/Total Allegations Found Out of Compliance

Due Process Hearing Requests

School Year	Total Due Process Hearing Requests				Total Due Process Hearings Beyond 45 Day Timeline	
	Total Number Filed	Total Withdrawn	Total Pending	Total Decisions	#	%
2001-2002	70	53	3	14	1	5.9%
2002-2003	96	68	6	22	0	0.0%

Source: Missouri Division of Special Education - Child Complaint Database as of 02/25/2004
Notes: Data reflects the school year in which the due process hearing requests were filed.
Formulas: Percent of Due Process Hearings Beyond 45 Day Timeline = Number of Due Process Hearings Beyond 45 Day Timeline/(Total Decisions + Total Pending)

Mediations

School Year	Total Mediation Agreements Beyond 30 Day Timeline	
	Number	Percent
2001-2002	0	0.0%
2002-2003	0	0.0%

Source: Missouri Division of Special Education - Child Complaint Database as of 02/25/2004

With respect to monitoring data (including Attachment 1), data suggest improvements in timelines within the Due Process Hearing and Child Complaint Systems. The percent of child complaints beyond 60 days decreased from 5.3% to 2.0%. The percent of Corrective Action Plans beyond the 45 day timeline for child complaint allegations found out of compliance decreased from 28.0% to 25.0%. Due Process hearings beyond the 45 day timeline (without the required extension) are rare, i.e. only three instances in approximately thirteen years. All three instances resulted in sanctions and/or removal of the hearing officers involved. One of these instances occurred in school year 2001-2002, but the rarity of such an occurrence suggests no resultant decline in timeliness for that year. With respect to successful mediations, all were completed within timelines, i.e. within 30 days of the agreement to mediate.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

All complaint investigations, mediations and due process hearing and reviews are completed within timelines.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

In school year 2001-2002, the Division of Special Education created a position of Child Complaint Coordinator. This change was due to the number of extensions in prior years and the workloads of other monitoring supervisors. Having one person to coordinate all activities regarding child complaints has been instrumental in decreasing the number of child complaint extensions. Also, the creation of the new child complaint database, implemented in 2001-02, provides a regular report of child complaints that are nearing the end of timelines. Staff query the database for corrective actions that have not been received within forty-five days of the decision. If a corrective action is late, the district is contacted and, in many cases, this contact results in the district providing documentation that the corrective action has been implemented.

4. Projected Targets:

- All complaint investigations, mediations and due process hearing and reviews are completed within timelines.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Present activities will be continued for maintenance of present target.

GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Number (FTE) of Employed Fully Certified Personnel			
Position	2000-01	2001-02	2002-03
Special Education Teachers	8,077.31	7,967.81	8,455.02
Early Childhood Special Education Teachers	462.51	525.79	604.70
Process Coordinators	498.15	314.75	414.82
Special Education Directors	220.07	420.15	430.17
Paraprofessionals	7,298.82	7,015.42	7,226.27
Other Special Education and Related Services Personnel	1,193.21	1,248.99	1,345.03

Total (FTE) Employed Teachers and Child Count School-Age			
Year	FTE Teachers	Child Count	Student/Teacher Ratio
2000-2001	8,696.64	129,345	14.87
2001-2002	8,757.27	132,626	15.14
2002-2003	9,159.93	134,118	14.64
Early Childhood Special Education			
Year	FTE Teachers	Child Count	Student/Teacher Ratio
2000-2001	552.63	8,036	14.54
2001-2002	597.18	9,022	15.11
2002-2003	668.03	10,049	15.04

Source: Child count data from Screen 11 of Core Data Collection System as of 02/20/04. Personnel data from 618 data reported on OSEP Table 2

Data show that numbers of special education personnel are generally increasing and that student/teacher ratios are reasonable. This is a statewide analysis and there are likely regional shortages. The Division is currently exploring options for changing/enhancing the data collection on special education personnel. The current collection only provides case management data and does not really demonstrate how special education teachers are spending their time or what sorts of delivery models are being utilized throughout the state. Regional analysis is needed as better data become available.

Monitoring Data:

General Administration 4 -- The public agency identifies and implements activities to support a Comprehensive System of Personnel Development (CSPD) as required

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	1	0	1	1		1.1%
2002-2003	95	2	0	2	2		2.1%

Indicator A 101800 -- CSPD activities have been implemented

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	92	1	0	1	1		1.1%
2002-2003	90	2	2				2.2%

Personnel 1 -- Caseloads of special education and related service personnel are within state standards

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	84	9	2	1	1		10.7%
2002-2003	81	3	3				3.7%

Personnel 2 -- The district implements procedures as required for any reported ancillary personnel.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	65	7	1	0			10.8%
2002-2003	55	6	6				10.9%

Personnel 3 -- The district follows proper procedures for hiring, training and reporting paraprofessionals.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	8	1	0			8.6%
2002-2003	86	6	6				7.0%

Special Education and Related Services 5 -- The kind and amount of related services is determined by the IEP team based on individual needs rather than factors such as administrative convenience or availability of personnel.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	79	16	2	1	1		20.3%
2002-2003	40	4	4				10.0%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

Monitoring data show that a relatively low percentage of districts are found out of compliance on standards dealing with special education personnel. Most of the districts found out of compliance those districts have corrected noncompliance by the first follow-up. The most notable decrease in the percentages of noncompliance is seen for caseloads and individualized decisions.

Data also show that 98-99% of districts reviewed have identified and implemented activities that support a Comprehensive System of Professional Development thus indicating that personnel have an avenue to become better prepared to meet the educational needs of children with disabilities.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):
Targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the improvement plan which was submitted in July 2003.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement and post-secondary outcomes for students with disabilities were selected as priority areas by the Part B Steering Committee. Two committees of stakeholders each met for two two-day sessions in April 2003. These committees worked through a root cause analysis and identified strategies and activities that would increase elementary achievement and post-secondary outcomes for students with disabilities. Both committees identified the training and professional development of general and special education personnel as being critical to increasing performance in the priority areas. These activities began during the 2003-2004 school year.

4. Projected Targets:

- Analyze duties, caseloads, instructional time and certification standards for special education teachers in Missouri.
- Revise data collection on special education personnel as necessary
- Additional projected targets can be found in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.4.1 GS.IV BF.IV	A) Conduct a statewide study regarding the current duties, amounts of instructional time and caseloads for special education personnel.	*2.4.1.1* Request for Proposal (RFP) or Invitation for Bid (IFB) developed to conduct study *2.4.1.2* Survey and sample size developed *2.4.1.3* Survey conducted *2.4.1.4* Survey results analyzed *2.4.1.5* Meeting convened with stakeholders regarding results	• Survey report with recommendations available	**Timelines:** **2003-2004** **Study conducted** **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance <u>Funding Type:</u> Part B
2.4.2 GS.IV BF.IV	B) Revise Core Data reporting of special education personnel.	*2.4.2.1* Changes to existing core data reporting identified *2.4.2.2* Web screens revised *2.4.2.3* Appropriate district staff trained on changes	• Revision to screen implemented • Revised Personnel Reporting System implemented	**Timelines:** 2004-2005 Revision to screen implemented 2005-2006 System changes implemented **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.4.3 GS.IV BF.IV	C) Analyze the results of study and core data reporting to determine if changes are needed for special education certification standard/requirements consistent with No Child Left Behind (NCLB).	*2.4.3.1* Survey results shared with Teacher and Urban Education Division and other stakeholder groups. *2.4.3.2* Recommendations identified and developed for certification changes if required.	• Recommendations for certification changes, if required, are identified and developed	**Timelines:** 2006-2007 Recommendations identified and developed **Resources:** Section Responsibility: Effective Practices Data Coordination Compliance Funding Type: Part B
2.4.4 GS.IV BF.IV	D) Analyze recommendations to develop strategies/ recommendations for expansion of instructional time for special education personnel.	*2.4.4.1* IDEA reauthorization reviewed to determine the impact of changes on reduction of paperwork/and instructional time. *2.4.4.2* Collaboration with stakeholders to develop a grant regarding paperwork reduction and increased instructional time. *2.4.4.3* Report with recommendations regarding instructional time	• Report with recommendations available	**Timelines:** 2006-07 Report complete **Resources:** Section Responsibility: Effective Practices Data Coordination Compliance Funding Type: Part B

GS.V State procedures and practices ensure collection and reporting of accurate and timely data.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Special Education Data Collection Processes:

Missouri utilizes a web based data collection system to collect data including, but not limited to, the five types of data reported and verified for Section 618, Part B of IDEA. The Division of Special Education Data Coordination section has responsibility for assisting with improving the integrity of special education data collected within the Core Data Collection System.

The Core Data Collection System contains screens which are used to collect data from districts. Districts are required to enter data as directed in the Core Data Collection System Manual within specified timelines. Screens 8, 9 and 13/14 collect data on all students. Screens 11 and 12 collect data exclusively on students with disabilities. The following table specifies collection domains, data variables, due dates, and verification procedures pertaining to screens monitored by the Division of Special Education Data Coordination section.

Special Education Reporting Table

Title	Collection Domain	Data Variables Required	Due Date	Verification Procedures
Core Data Screen 8 (Post-Graduate Follow-Up)	Follow-up on previous year's graduates (February Cycle of the Core Data Collection System)	o Post-graduation activity (i.e. 4 Year College, 2 Year College, Non-College, Military, Employment, Other or Unknown) o Gender o Race/Ethnicity o Disabled (subset with IEPs) o VR Cooperative (subset of disabled)	February 15 (Special Education Listserv (SELS) notification sent to districts in January)	Data is provided on Special Education District Profiles for review by districts (description follows in Processes to Facilitate Usage of Data).
Core Data Screen 9 (Discipline Incidents)	Suspension/Expulsion for ten or more consecutive days or for more than 10 cumulative days (June Cycle of the Core Data Collection System)	o Grade o School o Date of offense o Type of offense o Type of weapon o Race/Ethnicity o Gender o Primary disability o Type of removal o Length of removal o Repeat offender (Y/N) o Modified length (Y/N) o Alternative placement (Y/N)	June 30 but no later than July 15 (SELS notification sent to districts in April)	-Districts receive an error notification (i.e. edit button is displayed) when any field on screen 9 has not been completed or if invalid combinations have been chosen. -Data Coordination may randomly check a district's data for errors or questionable reporting, e.g. if the district has frequently asked questions or experienced problems in previous year.

Title	Collection Domain	Data Variables Required	Due Date	Verification Procedures
Core Data Screen 11 (Child Count, Placement and Census)	Child Count, Census and Placement of students receiving services as of December 1 (December Cycle of the Core Data Collection System)	o Age as of December 1 o Primary Disability o Placement o Gender o Race/Ethnicity	December 15 (SELS notification sent to districts in November)	-In addition to reviewing error reports, data are reviewed for significant year to year changes. Districts are notified as necessary. -Data Coordination personnel generate child count and placement (educational environments) data verification sheets for each school district upon completion of data entry. Verification sheets are sent to districts for review and for signature.
Core Data Screen 12 (Exiters)	Exiter Data (June Cycle of the Core Data Collection System)	o Age as of December 1 o Primary disability o Exit category o Gender o Race/Ethnicity	June 30 but no later than July 15 (SELS notification sent to districts in April)	-Number of students by disability and by total is compared to previous year. Significant percentage changes are noted (±20% for all exit categories except exiting special education or death which is ±15%). -Data Coordination may verify data by comparing exiter data entered for students' ages 14 to 22 years with child count and educational environments data entered for the respective reporting year (Screen 11). Exit categories may be reviewed for inordinate increases or decreases.
Core Data Screen 13/14 (Graduates, Transfers And Dropouts)	Graduate, Transfer and Dropout data (June Cycle of the Core Data Collection System)	o Gender o Race/Ethnicity o IEP	June 30 but no later July 15 (SELS notification sent to district in April)	Verification by Data Coordination is limited to cross checking the number of IEP students reported by selected districts to the number reported on Screen 12.
Core Data Screens 18 and 20 (Educator, Course and Assignment Data)	Data includes Section 618, Part B data, i.e. the number of full-time equivalent employed to provide special education and related services (October Cycle of the Core data Collection System)	o <u>Screen 18 (Educator Data):</u> o Educator information o Career information o Salary information o <u>Screen 20 (Course and Assignment Data):</u> o Course and assignment information o Course enrollment data o Assignment start and end dates , Vocationally funded courses must report on gender, race, handicapped, disadvantaged, graduates and adults enrolled	October 15	Division of Special Education Funds Management personnel verify general reporting accuracy of special education and related services personnel data from public school districts. Verification by Data Coordination entails perusing data for significant increases or decreases from year to year
Core Data Screen 19 (Professional Development)	Number of educators engaging in high quality professional development (June Cycle of the Core Data Collection System)	o School o Educator name o Engaged in high quality professional development (Y/N based on criteria)	June 30	Data are collected and verified by School Core Data Section in the Division of School Improvement

Reporting Accuracy:

The primary methods of facilitating accurate reporting by districts are as follows:

- Core Data Collection System Manual - The *Core Data Collection System Manual* covers data entry and provides definitions and descriptions for reporting data. Changes/revisions are solicited, considered and initiated by School Core Data in June each year. Updated manuals are distributed to districts each fall.
- Error Defaults **-** Error checks have been incorporated into the web-based data collection system for invalid data reporting. When particular errors occur, an edit button will be displayed on the data entry screen. If a district's data entry screen is free from particular errors then no edit button will be displayed.
- Error Reports - The mainframe generates error reports upon district submission of the reporting cycle. Error reports list the district and their respective reporting error(s). Data Coordination personnel review these reports for significant errors and notify districts accordingly.
- Web Page - In addition to the *Core Data Collection System Manual*, Data Coordination provides further information on the Division of Special Education's Data Coordination web page. Links established on Data Coordination's web page provide general reporting guidelines, definitions/descriptions, frequently asked questions and examples. Both sources ensure the availability and uniformity of information provided to districts with regard to the data to be collected and reported.
- Technical Assistance - Data Coordination provides training annually to school district personnel. Topics include, but are not limited to, reporting requirements and facilitating data integrity. New administrators learn how to enter required core data elements and understand the significance of the data for decision making at the local, state, and federal levels. Data Coordination also provides ongoing technical assistance to school district personnel relative to the web-based data collected for special education (districts may call or email to ask questions). Person to person assistance facilitates and verifies reporting accuracy. Discussions with districts provide pertinent information regarding the clarity of the *Core Data Collection System Manual* and the clarity of data entry fields (including error defaults).
- Screen Prints - Upon completing data entry, districts may print a paper report or screen print to verify data entered.
- Other Pertinent Information - Data Coordination personnel verify data upon submission of the respective reporting cycle from all districts. This entails reviewing error reports and reviewing samples of selected districts' web screens and data reports for ambiguities, significant increases or decreases, omissions, etc. Data Coordination notifies districts via e-mail or phone of errors or of questionable entries in need of correction or substantiation. Districts notify Data Coordination when corrections have been completed. Re-verification of data ensures appropriate revisions have been made.
- Verification Procedures - Outlined in Special Education Reporting Table.
- Monitoring: This is conducted through the Special Education Monitoring Self-Assessment (SEMSA) and on-site reviews

Processes to Facilitate Usage of Data - State and District Profiles:

In addition to federal reports, performance reports, and ad hoc reports, Part B data are used for profiling each public school district's data and statewide data annually.

The State Profile and District Profiles are compiled annually in the fall and provide trend data from screens 08, 09, 11 and 12 of the Core Data Collection System as well as assessment data. Used in conjunction with the Missouri School Improvement Program (MSIP) (Section RsMo. 161.092), Profiles provide data concerning:

- School age and early childhood disability incidence rates
- Educational environment (placement) percents overall and by disability
- Child count and percentages by race/ethnicity
- Achievement data for students with disabilities (levels of progress and indices for all grade levels and content areas assessed with the Missouri Assessment Program (MAP)

- Graduation rates for students with disabilities
- Dropout rates for students with disabilities
- Post-graduate follow-up for students with disabilities (employment and continuing education)
- Discipline incident rates for disabled and non-disabled students and by disability

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Data compiled for state and district profiles suggest reporting accuracy has improved over the past few years. District profiles provided districts with information for compliance monitoring and for improvement plan development thus providing an impetus for improving the accuracy of the data collected and reported by districts. Resultantly, the data have become more reliable.

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement and post-secondary outcomes for students with disabilities were selected as priority areas by the Part B Steering Committee. Two committees of stakeholders each met for two two-day sessions in April 2003. These committees worked through a root cause analysis and identified strategies and activities that would increase elementary achievement and post-secondary outcomes for students with disabilities. Both committees identified the need for data-based decision making in order to increase performance in the priority areas.

4. Projected Targets:

- Continue to work with districts to improve the accuracy of the data collected and reported.
- Additional targets are included in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also BF.IV and BT

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
1.1.6 GS.I GS.II	F) Work with the Department of Elementary and Secondary Education Core Data to make necessary revisions to the Core Data Collection System Screen 11–Child Count and Placement (Educational Environments) in order to collect accurate data from school districts regarding youth with disabilities held in city/county jails.	*1.1.6.1* Districts with students in city/county jails identified *1.1.6.2* Verification of child count is conducted *1.1.6.3* Web screen and directions revised	• Screen 11 collection revised if required	**Timelines:** **2003-2004** **Child count verification activities conducted** December 2005 Screen 11 changes implemented **Resources:** <u>Section Responsibility:</u> Compliance Data Coordination <u>Funding Type:</u> Part B
2.3.5 GS.II BF.IV	E) Develop and implement a web-based application for the special education district profile.	*2.3.5.1* Collaboration with MSIP and Core Data to develop Web reporting of the data. *2.3.5.2* Policy developed to address the issues of confidentiality and the reporting of small cell size.	• Districts have access to special education district profile on the web	**Timelines:** 2004-2005 Web based application developed 2005-2006 Profile available on web **Resources:** <u>Section Responsibility</u> Data Coordination <u>Funding Type:</u> Part B

Cluster Area II: Early Childhood Transition (CBT)

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

- All children eligible for Part B services receive special education and related services by their third birthday.
- The performance level of children who receive special education services prior to age 5 will increase on the School Entry Profile.*

*Also goal/indicator for students who are non-disabled

Performance Indicator (for reporting period July 1, 2002 through June 30, 2003):

- All children eligible for Part B services receive special education and related services by their third birthday.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Part B Age 3 Child Count as of December 1

Year	Age 3 Child Count	% of Census
2000-01	2,320	3.2%
2001-02	2,649	3.6%
2002-03	3,032	4.1%
2000 Census	73,352	

Source: Screen 11 of Core Data Collection System as of 02/20/04

Referrals from First Steps (Part C)				
	1999-00	2000-01	2001-02	2002-03
Number of Referrals from First Steps	1,210	1,632	1,856	2,128
Of those, the number of children that were ECSE eligible	1,001	1,315	1,492	1,746
Percent of Referrals found eligible for Part B	82.7%	80.6%	80.4%	82.0%

Source: ECSE Web Application as of 02/20/04

It is important to keep in mind that attendance in early childhood programs is not mandatory in Missouri. In spite of that, data show that an increasing number of three year olds are receiving Early Childhood Special Education services, an increase of approximately 700 children over the past two years. Over half of the three year olds receiving ECSE services were referred from Part C. Data show that Part C referrals to Part B have been increasing over the past four years, while a consistent 80 percent of referrals are found eligible. This would suggest that the redesigned Part C program has made service coordinators more aware of their responsibilities in terms of transition. Additional analysis and data collection is needed to shed more light in this area.

Monitoring Data:

Evaluation 2 -- Children with disabilities receive timely evaluations, including children transitioning from Part C, if applicable

Indicator B 104610 - For Part C transition only: IEP is in place by the child's 3rd birthday

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	63	15	15				23.8%
2002-2003	41	6	4	0			14.6%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

Data show that some districts are out of compliance with regard to determining Part B eligibility prior to the third birthday.

Requirements of the First Steps Phase 1 SPOE RFP and the webSPOE software (see Part C Annual Performance Report) will make it difficult to not hold transition meetings for children nearing their third birthdays, as well as make it more apparent to monitoring staff if the meetings are not held. The new webSPOE software will include reports/notifications of impending deadlines, including timelines for transition meetings. The software will also require certain actions to be taken by service coordinators, including appropriate transition activities.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):
No targets were set for the 2002-2003 school year. This area is currently under study and targets will be developed during 2003-2004.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):
Missouri finalized implementation of a redesigned Part C system in March 2003. This system, along with additional changes that are scheduled to be in place by July 1, 2004 should ensure significant improvements in the area, and data will be available for analysis. A First Steps training module on Transitions is being marketed to both First Steps personnel and early childhood personnel.

4. Projected Targets:
Currently under development.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:
The following is from the Part C Annual Performance Report. See Part C APR for more information.

New Cluster/ Probe from Part C	IP Key	Activity Key	Activity Groups (5)	Future Activities to Achieve Projected Targets (5)	Projected Targets/ Evidence of Change (4)	Projected Timelines (6)	Resources (6)
GS.II CBT	4.7	4.7.3	Monitoring of data reports	Monitor C to B Transition report	Smooth and timely transition to Part B	**9/2003**	Comp
GS.II CBT	4.7	4.7.5	Monitoring of data reports	Monitor Exiting Reports	Smooth and timely transitions	7/2004	DSE Staff
GS.II CE.I CBT	4.7	4.7.8	Monitoring of data reports	Termination by reason	Withdrawn, unable to contact, refused term reasons decreased	**7/2003 - Ongoing**	DSE Staff
GS.II CBT	4.7	4.7.15	Monitoring of data reports	Transition conference convened 180 days prior to third birthday	Timely transition conferences	**7/2003 - Ongoing**	Comp, Data
CBT	5.3	5.3.16	Develop and distribute guidance documents	Transition	Timely transition	7/2004	DSE Staff
GS.II CE.I CBT	5.7	5.7.1	Schedule regular meetings with First Steps and ECSE coalition	Facilitate transition from C to B	Timely transitions	**10/2003 ongoing**	DSE Staff
CE.V CBT	5.7	5.7.2	Schedule regular meetings with First Steps and ECSE coalition	Discuss 0-5 system	Improved transition	**Ongoing**	Comp
CE.V CBT	5.7	5.7.3	Schedule regular meetings with First Steps and ECSE coalition	Discuss linking data from Part C to Part B	Improved transition	**Ongoing**	Comp, Data

Cluster Area III: Parent Involvement (BP)

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

State Goal Established during Improvement Planning (submitted July 1, 2003):

- Active parent involvement in their child's education is promoted to assist in improving the achievement of students with disabilities.*
- To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of students with disabilities.

*Also goal/indicator for students who are non-disabled.

Performance Indicators (for reporting period July 1, 2002 through June 30, 2003):

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Parent Survey – Missouri School Improvement Program (MSIP):

The Missouri School Improvement Program (MSIP) has the responsibility of reviewing and accrediting the 524 school districts in Missouri within a five-year review cycle. School district reviews are conducted each year for approximately 100 (or 20%) of the 524 districts. These reviews include the distribution of a variety of surveys within the respective districts such as student, teacher, administrator, and for purposes hereof, parent. Parent surveys are distributed by the Department of Elementary and Secondary Education Division of School Improvement to districts prior to scheduled review. In 2002-2003, a basic cross section of the various types of districts in the state was involved, i.e. urban, rural, small to large, etc.

Parent surveys are used to collect information pertaining to certain educationally relevant characteristics of students and their households. These include participation in special education, the level of parental involvement in particular school related contacts, visits and attendance of functions, and parent perceptions of school, staff, teachers, administrators and learning environment. For purposes of this analysis, selected questions were used. The complete parent survey can be found at http://dese.mo.gov/divimprove/sia/msip/advquest/parent.html.

Results of the selected Parent Survey questions for 2002-2003 were summarized as frequency distributions based on response choices by parents of students with disabilities and parents of all students. Results follow in the next section.

Active Parent Involvement:

The following questions were selected to compare parent responses to questions pertaining to active parent involvement.

MSIP Districts - Parent Survey
2002-2003

How often in past 12 months did parent:	18a -Talk to their child's teacher				18b-Go to open house at school				18c-Attend parent/teacher meetings			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	243	4.52%	4,363	6.39%	890	16.64%	8,572	12.58%	527	9.83%	9,540	14.01%
Once/Twice	1,502	27.93%	25,470	37.29%	3,398	63.54%	47,057	69.06%	2,456	45.80%	37,657	55.32%
3-5 Times	1,722	32.02%	21,232	31.08%	862	16.12%	10,462	15.35%	1,785	33.29%	17,202	25.27%
5-10 Times	891	16.57%	8,615	12.61%	103	1.93%	1,252	1.84%	380	7.09%	2,352	3.46%
11+ Times	1,020	18.97%	8,631	12.63%	95	1.78%	792	1.16%	214	3.99%	1,321	1.94%
Total	5,378	100.00%	68,311	100.00%	5,348	100.00%	68,135	100.00%	5,362	100.00%	68,072	100.00%
No Response	61	-	945	-	91	-	1,121	-	77	-	1,184	-

How often in past 12 months did parent:	18d-Visit the school on their own				18e-Help with after-school activities				18f-Help with classroom learning			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	1,103	20.62%	14,091	20.73%	3,364	62.68%	38,011	55.88%	3,934	73.34%	49,178	72.33%
Once/Twice	1,737	32.47%	23,663	34.81%	1,149	21.41%	16,013	23.54%	798	14.88%	10,723	15.77%
3-5 Times	1,170	21.87%	14,117	20.77%	395	7.36%	6,839	10.05%	268	5.00%	3,488	5.13%
5-10 Times	533	9.96%	6,038	8.88%	180	3.35%	2,786	4.10%	115	2.14%	1,345	1.98%
11+ Times	806	15.07%	10,069	14.81%	279	5.20%	4,368	6.42%	249	4.64%	3,259	4.79%
Total	5,349	100.00%	67,978	100.00%	5,367	100.00%	68,017	100.00%	5,364	100.00%	67,993	100.00%
No Response	90	-	1,278	-	72	-	1,239	-	75	-	1,263	-

Source: University of Missouri-Columbia Office of Social and Economic Data (OSEDA) as of 03/19/2004

Data exhibit minimal variance, but some subtle differences can be noted. For instance, data suggest parents of students with disabilities reportedly talk with their child's teacher (18a), attend parent/teacher meetings (18c), and visit the school on their own (18d) more frequently than parents of all students as indicated by percentages in 3-5 Times, 5-10 Times and 11+ Times, separately or in combination. Conversely, data suggest parents of students with disabilities reportedly help with after-school activities (18e) somewhat less frequently than parents of all students as indicated by all response choice percentages.

MSIP Districts - Parent Survey
2002-2003

How often did parent:	22a-Talk to their child about his/her experiences in school				22b-Talk to their child about his/her plans for high school classes				22c-Talk to their child about his/her plans after high school			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Not At All	49	0.91%	273	0.40%	1,023	19.13%	11,899	17.48%	661	12.35%	6,311	9.26%
Rarely	130	2.42%	1,025	1.50%	983	18.38%	12,532	18.41%	818	15.28%	9,043	13.28%
Occasionally	775	14.43%	7,722	11.29%	1,771	33.12%	22,475	33.02%	2,056	38.41%	26,409	38.77%
Regularly	4,416	82.23%	59,402	86.82%	1,570	29.36%	21,153	31.08%	1,818	33.96%	26,354	38.69%
Total	5,370	100.00%	68,422	100.00%	5,347	100.00%	68,059	100.00%	5,353	100.00%	68,117	100.00%
No Response	69	-	834	-	92	-	1,197	-	86	-	1,139	-

Source: University of Missouri-Columbia Office of Social and Economic Data (OSEDA) as of 03/19/2004

Data suggest parents of students with disabilities reportedly talk with their children about their experiences in school (22a) and about their plans for high school classes (22b) about as frequently as parents of all students as indicated by percentages in Regularly and Occasionally, separately or in combination. Data also suggest parents of students with disabilities talk somewhat less frequently to their child about their plans after high school (22c) as indicated by percentages in Regularly and Never.

Parent Perceptions Relative to Parental Involvement:

The following questions were selected to compare parent responses to questions pertaining to perceptions about parental involvement.

MSIP Districts - Parent Survey
Questions Pertaining to Perceptions of Parental Involvement
2002-2003

How much did parent agree or disagree with statement:	27-I can talk with my child's teacher or principal whenever I need				32-I am welcome to discuss my child's educational needs with the school				38-The school encourages parents to be involved			
	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
Response Choices	#	%	#	%	#	%	#	%	#	%	#	%
Disagree/Strongly Disagree	258	4.83%	2,520	3.69%	217	4.07%	2,294	3.36%	261	4.90%	3,268	4.80%
Neutral	394	7.38%	5,596	8.20%	467	8.75%	7,193	10.55%	653	12.26%	8,848	13.01%
Agree/Strongly Agree	4,689	87.79%	60,131	88.11%	4,654	87.19%	58,702	86.09%	4,411	82.84%	55,897	82.19%
Total	5,341	100.00%	68,247	100.00%	5,338	100.00%	68,189	100.00%	5,325	100.00%	68,013	100.00%
No Response	98	-	1,009	-	101	-	1,067	-	114	-	1,243	-

How much did parent agree or disagree with statement:	55-I am a partner with the school in my child's education				57-I know what my child's teachers expect in school				61-I receive regular communications from school about how well my child is doing			
	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
Response Choices	#	%	#	%	#	%	#	%	#	%	#	%
Disagree/Strongly Disagree	339	6.37%	3,504	5.16%	336	6.28%	3,789	5.55%	664	12.42%	7,988	11.71%
Neutral	896	16.84%	11,035	16.26%	882	16.48%	11,038	16.16%	739	13.83%	10,009	14.67%
Agree/Strongly Agree	4,086	76.79%	53,341	78.58%	4,135	77.25%	53,481	78.29%	3,942	73.75%	50,237	73.62%
Total	5,321	100.00%	67,880	100.00%	5,353	100.00%	68,308	100.00%	5,345	100.00%	68,234	100.00%
No Response	118	-	1,376	-	86	-	948	-	94	-	1,022	-

Source: University of Missouri-Columbia Office of Social and Economic Data (OSEDA) as of 03/19/2004

Resultant data from these survey questions suggest perceptions of parents of students with disabilities were comparable to parents of all students. Overall, data suggest a high percentage of parents' perceptions were favorable with regard to parental involvement as indicated by higher percentages in Agree/Strongly Agree as compared to Disagree/Strongly Disagree.

Monitoring Data:

Evaluation 4 -- Parents are afforded the opportunity to provide information that is used in the evaluation**.**

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	28	7	5	5		29.5%
2002-2003	98	81	81				82.7%

Evaluation 7 -- Parents and children with disabilities are involved, when appropriate, in the evaluation and eligibility determination

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	38	6	7	7		40.0%
2002-2003	94	59	59				62.8%

Least Restrictive Environment 7 -- Parents and children with disabilities are involved when appropriate in placement decisions.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	11	2	0			11.6%
2002-2003	99	6	6				6.1%

Procedural Safeguards 2 -- Prior written notice is provided to parents and children, when appropriate, as required by state and federal regulations.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	42	8	6	6		44.2%
2002-2003	96	62	61	1	1		64.6%

Procedural Safeguards 3 -- Copies of Procedural Safeguards for Children and Parents are provided to parents and children, when appropriate, as required by state and federal regulations.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	36	5	3	3		37.9%
2002-2003	96	60	57	3	3		62.5%

Indicator B 100300 Full explanation of all procedural safeguards at referral

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	25	6	2	2		26.0%
2002-2003	92	32	32				34.8%

Indicator B 104570 Parent is provided a copy of Procedural Safeguards with notification of an IEP meeting.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	18	2	0			19.1%
2002-2003	96	8	8				8.3%

Indicator NR 300100 -- The agency's procedures provide for all individuals responsible for the provisions of services to children with disabilities to be informed of the Procedural Safeguard Rights for Parents and Children.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	88	23	22	0			26.1%

Special Education and Related Services 12 -- Parents and children with disabilities are involved, when appropriate, in the IEP (including transition planning)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	48	8	3	3		50.5%
2002-2003	96	76	69	7	7		79.2%

Indicator B 104510 - Parent informed of all purposes of the meeting.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	15	1	0			15.8%
2002-2003	96	20	20				20.8%

Indicator B 105510 -- Parent attended or participated

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	0					0.0%
2002-2003	96	2	2				2.1%

Indicator B 108500 - A statement of how the child's progress on IEP will be reported to the parent

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	13	2	0			13.7%
2002-2003	96	28	28				29.2%

Indicator B 108600 - Content of Progress Report to Parents

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	24	7	2	2		25.3%
2002-2003	96	28	28				29.2%

Special Education and Related Services 12 (continued from previous page)

Indicator B 108610 - Addresses the progress toward the annual goals

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	15	2	2	2		15.8%
2002-2003	96	18	18				18.8%

Indicator B 108620 - Addresses likelihood of achievement by the end of year

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	27	7	2	2		28.7%
2002-2003	96	28	28				29.2%

Indicator B 108700 - Parent is provided a copy of the IEP

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	17	3	0			17.9%
2002-2003	96	21	21				21.9%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

Data suggest increases in the percent of districts out of compliance at initial review with regard to some indicators of parent involvement. Of the districts reviewed, increases most notably occurred in affording parents the opportunity to provide information that is used in the evaluation (an increase in non-compliance of 53.2%), in involving parents and children with disabilities in evaluation and eligibility determinations (an increase in non-compliance of 22.8%) and in involving parents and children with disabilities, when appropriate, in the IEP (an increase in non-compliance of 28.7%). However, the percent of districts out of compliance improved in the area of involving parents and children with disabilities in placement decisions (a decrease of 5.5%).

Overall, trend data suggest some improvements with regard to increasing parental involvement in the provision of special education services, but additional work is needed to get parents involved.

Parent Advisory Council (PAC):

Parent Advisory Councils are standing committees or councils of individuals interested in improving special education services in their district through collaboration between district personnel and parents. The focus of a PAC is primarily on family involvement in special education. A PAC, whose members, roles, positions, titles, etc. are determined at the local level, generally includes administrators, staff and parents of students with and without disabilities.

- In school year 2001-2002, parents of students with disabilities represented from 8% to 100% of PAC membership with an average of 60.8%.
- In school year 2002-2003, parents of students with disabilities represented from 27% to 90% of PAC membership with an average of 60.2%.

While no state or federal requirements command the formation of PACs, DESE/DSE encourages establishment thereof by districts to improve services to students with disabilities. Typical activities of local school district PACs include, but are not limited to:

- providing advice to the local district on special education services; coordinating district-wide school, family, and community partnerships in support of special education
- determining areas of focus, developing long-range plans of action and identifying potential funding sources
- assisting in developing parent-teacher support groups
- devising ways to use mediation effectively
- tracking participation of parents of special education students in all district parent councils, committees, etc. and
- providing training for parents and teachers on special education and the IEP process, communication and decision-making skills, and related disability issues

Although no data are collected regarding resultant outcomes of specific activities conducted by local school district PACs , an annual evaluation report completed by PAC districts provides basic information about the number of panels established, general topic or agenda areas covered in meetings, membership representation, and parent trainings offered by PACs. This evaluation report does not provide specific information regarding the level of participation by parents, it does; however, serve to indicate the availability of an avenue for parents to become actively involved in special education at the local school district level.

In school years 2001-2002 and 2002-2003, PACs were established in twenty-nine and thirty-one districts respectively. For both school years, twenty-five of these districts completed an evaluation report. The results are summarized below.

General Topic/Agenda Areas Covered in Meetings:

Parent Advisory Council
General Topic/Agenda Areas Covered in Meetings
Percent of Total PAC Districts

	Recommendations regarding special education services to the district		Suggested training for staff, families, communities		Establishment of a support group		Negotiate/reach partnerships with other agencies		Explored additional funding sources		Developed long-range plans	
School Year	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts
2001-2002	13	52.0%	21	84.0%	11	44.0%	3	12.0%	3	12.0%	16	64.0%
2002-2003	18	72.0%	19	76.0%	10	40.0%	6	24.0%	5	20.0%	15	60.0%

Source: Missouri Division of Special Education, Parent Advisory Council (PAC) Evaluation Report, 2001-2002 and 2002-2003.
Notes: Percent of Total Districts based on total number of PAC districts (N) who returned an Evaluation Report. For 2001-2002 and 2002-2003, N = 25.

Trainings Attended by Parents of Students with Disabilities:

District Parent Advisory Committees Annual Parent Trainings Offered				
	2001-2002		2002-2003	
Topic of Training	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented
Role/function of advisory groups	256	12	88	11
Procedural safeguards	69	6	69	7
Related disability issues	160	12	165	13
Problem-solving skills	20	1	37	3
Curriculum	5	2	27	4
Teacher/Learning strategies	38	2	64	7
Support Services (Counseling)	65	6	19	3
Reading achievement	14	2	28	5
IEP process	150	12	91	10
Mediation	79	3	11	3
Lending library	72	4	110	9
Communication	75	4	45	4
Decision-making skills	15	3	0	0
MAP/test preparation	28	2	23	3
Discipline	35	3	79	3

District Parent Advisory Committees Other Trainings Offered				
	2001-2002		2002-2003	
Topic of Training	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented
Extended School Year	8	1	-	-
OTs role in special education	-	-	9	1
Class within a Class	-	-	12	1
How to help with homework	-	-	8	1
Legislative issues	-	-	20	1
Autism programming	-	-	30	1
Parental involvement	-	-	19	1
Socialization/friendship building	-	-	111	1
Dyslexia (expert speaker)	-	-	27	1

Source: Missouri Division of Special Education, Parent Advisory Council (PAC) Evaluation Report, 2001-2002 and 2002-2003.

Trend data from the evaluation reports suggest district PACs are typically represented by a majority of parents of students with disabilities. Data also indicate district PACs provide an avenue for parental representation at the district level on a variety of topic/agenda areas, especially making recommendations regarding special education services in the district and suggestions regarding training for staff, families, and communities within the district. Also, PACs are providing training to parents of students with disabilities which may enable them to make educated and informed decisions thus perhaps facilitating FAPE in the LRE. In 2002-2003, 31 of Missouri's 524 school districts had Parent Advisory Committees; this represents only a small fraction of public school districts in the state of Missouri (i.e. 5.9%).

Missouri Special Education Advisory Panel (SEAP):

The Missouri Special Education Advisory Panel, whose members are appointed by the Commissioner of Education to serve for three years, functions in the interest of IDEA Part B. In 2002-2003, 44% of SEAP membership was parents of students with disabilities

Since the highest percentage of membership is held by parents of students with disabilities (i.e. 44%), the SEAP serves as an impetus for active parental input in public policy processes relative to special education and related services including general functions set forth by federal and state statute. More specifically parental representatives working in concordance with other panel representatives:

- advise the State Education Agency (SEA) of unmet needs within the State in the education of children with disabilities,
- comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities,
- advise the SEA in developing evaluations and reporting on data to the U.S. Department of Education, Office of Special Education Programs under Section 618 of IDEA.
- advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of IDEA and
- advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Blind Task Force (BTF):

The Blind Task Force (BTF), whose members are appointed by the Commissioner of Education in cooperation with the Director of Department of Social Services to serve for three years, functions in the interest of eligible blind or visually impaired students. Accordingly, the BTF develops goals and objectives to guide the improvement of:

- special education and related services
- vocational training
- transition from school to work
- rehabilitation services
- independent living and
- employment outcomes

Representation of parents with blind/visually impaired children is 11% of BTF membership and is comparable to all highest percentage representation categories thus providing for equal standing and input on tasks undertaken by the BTF.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

No targets had been set for 2002-2003.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement and post-secondary outcomes for students with disabilities were selected as priority areas by the Part B Steering Committee. Two committees of stakeholders each met for two two-day sessions in April 2003. These committees worked through a root cause analysis and identified strategies and activities that would increase elementary achievement and post-secondary outcomes for students with disabilities. Both committees identified the need to increase parent involvement in order to improve achievement and outcomes for students with disabilities.

4. Projected Targets:

- Promote parent involvement to assist in improving achievement of students with disabilities.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also BF.VI and BT

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.4 BP BF.IV	D) Distribute materials to families regarding strategies to increase reading skills.	*2.1.4.1* Materials developed *2.1.4.2* Materials distributed to families	• Reading strategy materials are available to families	**Timelines:** January 2005 Materials developed May 2005 Materials distributed **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.2.4 BP BF.IV	D) Develop and distribute math strategy materials to families to increase math skills.	*2.2.4.1* Materials developed *2.2.4.2* Materials distributed to families	• Math strategy materials are available to families	**Timelines:** January 2005 Materials developed May 2005 Materials distributed **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.5.1 BP BF.IV	A) Collaborate with stakeholders to promote successful models of parent involvement	*2.5.1.1* Meeting convened with SEAP Effective Practice committee to discuss effective parent involvement strategies *2.5.1.2* Discussion of PAC grant successes and barriers in-house *2.5.1.3* Collaboration with MPACT to disseminate best practice information *2.5.1.4* Exploration of successful parent involvement models, including facilitation models for IEP meetings.	• Models for parent involvement are promoted on DESE website and in CISE library	**Timelines:** **January 2004** **Meeting** **January 2004** **Barriers discussed** **May 2004** **Best Practice information disseminated** August 2004 Successful models identified **Resources:** Section Responsibility: Effective Practices Compliance MPACT Funding Type: Part B
2.5.2 BP BF.IV	B) Develop training curricula for educators and families regarding facilitation of IEP meetings	*2.5.2.1* Appropriate content adapted and developed *2.5.2.2* Plan developed to address content to teachers, families, and students *2.5.2.3* Data collected from trainings	• Training modules developed	**Timelines:** May 2005 Modules developed **Resources:** Section Responsibility: Effective Practices Compliance Funding Type: Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.5.3 BP BF.IV	C) Conduct surveys of districts where IEP facilitation training has been conducted and other parent involvement models have been implemented	*2.5.3.1* Surveys developed *2.5.3.2* Surveys conducted	• Surveys of how trainings are used and follow along data demonstrates level of parent of involvement has changed	**Timelines:** July 2006 Surveys Conducted **Resources:** Section Responsibility: Effective Practices Compliance Funding Type: Part B

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for employment and independent living?

Probes:

BF.I Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?

BF.II Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?

BF.III Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?

BF.IV Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?

BF.V Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?

BF.VI Are the early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services, improving?

State Goals (for reporting period July 1, 2002 through June 30, 2003):

- The performance level of children who receive special education services prior to age 5 will increase on the School Entry Profile.*
- The percentage of students with disabilities in Grades 3 and 7 who are proficient readers will increase, while the percentage that have the Missouri Assessment Program Communication Arts exam read to them will decrease.*
- The percentage of students with disabilities scoring at the Step 1 and Progressing achievement levels will decrease, while the percentage of students with disabilities scoring at Proficient and Advanced will increase for each of the MAP subject area assessments.*
- The percentage of students with disabilities graduating with a regular diploma will increase.*
- The percentage of students with disabilities that drop out of school will decrease.*
- The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students.*

State Goals Established during Improvement Planning (submitted July 1, 2003):

- Improved Reading Instruction K-4th grade for students with disabilities to comply with NCLB.*
- Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.*
- Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.*
- Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.*
- To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of students with disabilities.

*Also goal/indicator for students who are non-disabled

Performance Indicators (for reporting period July 1, 2002 through June 30, 2003):

BF.I The percentage of children with disabilities receiving special education, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment. For each particular disability category and educational setting, the percentage of children, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment.

BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.

BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.

BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

BF.I The percentage of children with disabilities receiving special education, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment. For each particular disability category and educational setting, the percentage of children, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

See Attachment 2 – Disproportionality Baseline/Trend Data

Attachment 2 provides special education child count by race, disability by race and placement by race data. A brief summary of the data follows:

- Special Education Child Count by Race – No over-representation in any racial/ethnic category was found. Under-representation was found for the Hispanic, Asian and Native American populations. These under-representations are not focus areas due to the small percentages of both special education and all students in these racial/ethnic categories in Missouri.
- Disability by Race – For Black students, three disability categories, Mental Retardation, Emotional Disturbance and Specific Learning Disabilities, showed significant over-representation, and Speech/Language Impairment showed significant under-representation. Blindness, Deafness and Deaf/Blindness also showed over-representation, but these are not focus areas due to the low numbers of students in these categories. For the Hispanic, Asian and Indian populations, numerous disability categories showed disproportionality. These findings are not focus areas due to the small numbers of students in these racial/ethnic categories in Missouri. No disproportionality was seen for the White students.
- Placement by Race – For the Black population, there were several areas of over- or under-representation. The most significant, based on the number of students affected, shows over-representation of Black students in self-contained settings. For the White population, four placement categories, self-contained, Separate Private, Separate Public and Public Residential showed under-representation. For the Hispanic, Asian and Indian populations, numerous placement categories showed under- or over-representation. Due to the small numbers, these are not focus areas.

After looking at the data on a statewide level, it was clear that the most significant areas of disproportionality were over-representation of Black students in the disability categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities and in the placement category of Self-Contained (outside regular class greater than 60% of the time). Obviously, other areas of disproportionality exist, but most were either in racial/ethnic categories that represent less than three percent of Missouri's student population or in low-incidence disability or placement categories. Based on this, Missouri's examination of data at a district level focused on the following:

- Over-representation of Black students in Special Education
- Over-representation of Black students in the disability category Mental Retardation
- Over-representation of Black students in the disability category Emotional Disturbance
- Over-representation of Black students in the disability category Specific Learning Disabilities
- Over-representation of Black students in the placed outside regular education greater than 60% of the time (primarily self-contained settings)

A determination of disproportionality was made for each of the five categories if all three of the following were found to be true:

- Statistical significance based on a z-test ($p<0.05$)
- Significance based on a "P + 10% of P" criteria
- A minimum of 10 students in the category

Districts were then rank-ordered based on the number of disproportionate calls made (possible range of zero to five). The results follow:

- Three districts were found to have over-representation of black students in all five areas
- An additional eleven districts were found to have an over-representation of black students in four of the five areas
- An additional fifteen districts were found to have an over-representation of black students in three of the five areas
- An additional 26 districts were found to have an over-representation of black students in two of the five areas
- An additional 19 districts were found to have an over-representation of black students in one of the five areas

Monitoring Data:

Child Find 1 -- The responsible public agency conducts public awareness activities as required.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	14	3	2	2		14.7%
2002-2003	95	15	14	1	1		15.8%

Child Find 2 -- Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.

Indicator Perf 200100 -- Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	94	47					50.0%

Indicator Perf 200110 -- Eligibility determinations result in the percentage of ECSE students with disabilities being comparable to the expected incidence rate of 5% for the district.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	91	24					26.4%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

The monitoring process does not look at data on eligibility by racial/ethnic groups, however, the percentages for both eligibility determination indicators (Child Find 2) in conjunction with Attachment 2, suggest additional work is needed to facilitate improvements in eligibility determinations that are also inclusive of considerations relative to disproportionality.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- Update the racial disproportionality analysis
- Develop and implement a work scope for addressing racial disproportionality at the district level.

3. Explanation of Progress or Slippage for reporting period July 1, 2002 through June 30, 2003):

During the 2002-2003 school year, an identical analysis based on 2001-2002 data indicated that twenty-nine districts had over-representation of black students in three of the five areas. Data analysis and survey packets were sent to the twenty-nine districts. The packet was designed to assist districts in self-evaluation in terms of identification and/or placement of students of various races/ethnicities. Each superintendent received a *Data Analysis Sheet* containing their district's December 1, 2001, child count information disaggregated by race/ethnicity indicating disability and placement categories with possible over and/or under-representation. Moreover, each received a *Data Analysis Explanation Sheet* to explain how the data analysis was conducted. The survey questions were to prompt districts to evaluate actions and processes related to general education interventions, special education referrals and evaluations. Of those 29 districts, fourteen had reduced the number of disproportionate areas by the December 1, 2002 child count.

During the spring of 2003, the Division conducted workshops for school districts that presented information on the use of data and compliance information in the management of the special education process in order to impact outcomes for students with disabilities. The sessions covered the use and analysis of data and compliance requirements in district self-assessments, administrative program evaluations, instructional planning and Comprehensive School Improvement Plans. An analysis of disproportionality data was one of the topics. Racial disproportionality issues are imbedded into other trainings as well.

4. Projected Targets:

Provide technical assistance to districts in analyzing data and, if needed, in changing districts' policy, procedures and practices.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under BF.IV and BF.V

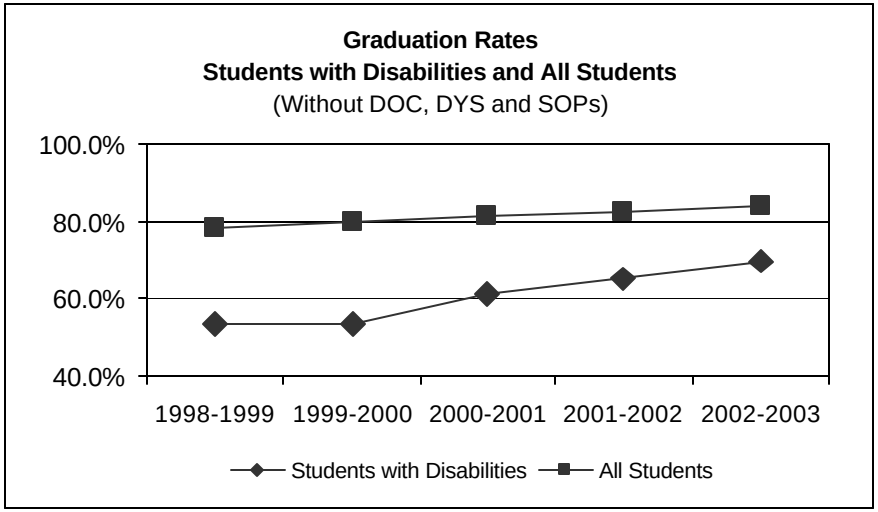
BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Graduation Rates						
	Students with Disabilities			All Students		
Year	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Number of Graduates	Graduation Rate	Gap (All – Spec Ed)
1998-1999	3,966	7,470	53.1%	52,466	78.3%	25.2%
1999-2000	4,451	8,331	53.4%	52,779	80.1%	26.7%
2000-2001	4,880	8,021	60.8%	54,111	81.4%	20.6%
2001-2002	5,285	8,125	65.0%	54,510	82.4%	17.4%
2002-2003	5,636	8,076	69.8%	56,477	84.0%	14.2%

Sources: Students with Disabilities data from Screen 12 of Core Data as of 02/26/04, All Students data from http://dese.mo.gov/schooldata/four/000000/gradnone.html) as of 01/29/04.
Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.
Formulas (see below for description of differences in calculations):

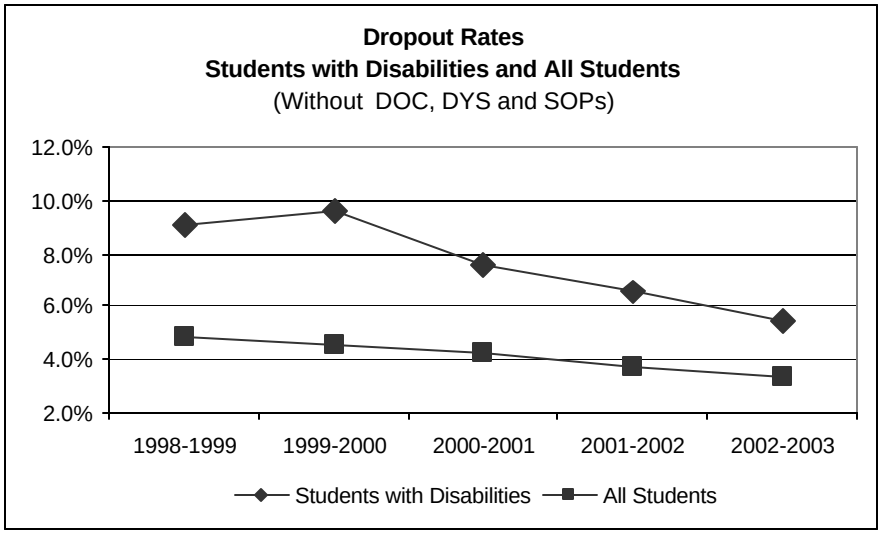
- Students with Disabilities Graduation Rate: Number of graduates / (number of graduates + number of dropouts) x 100
- All Students Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates)) x 100



Dropout Rates						
	Students with Disabilities			All Students		
Year	Number of Dropouts	Child Count Age 14-22	Dropout Rate	Number of Dropouts	Drop Out Rate	Gap (All – Spec Ed)
1998-1999	3,504	38,448	9.1%	12,323	4.8%	4.3%
1999-2000	3,880	40,354	9.6%	11,714	4.5%	5.1%
2000-2001	3,141	41,542	7.6%	11,080	4.2%	3.3%
2001-2002	2,840	43,332	6.6%	9,621	3.7%	2.9%
2002-2003	2,440	44,870	5.4%	9,056	3.4%	2.1%

Sources: Students with Disabilities Data from Screen 12 of Core Data as of 02/26/04. All Students Data from http://dese.mo.gov/schooldata/four/000000/gradnone.html) as of 01/29/04
Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.
Formulas (see below for explanation of differences in calculations):

- Students with Disabilities Dropout Rate: Number of dropouts / Total child count ages 14-22
- All Students Dropout Rate: Number of dropouts divided by average enrollment (September enrollment plus transfers in minus transfers out minus dropouts added to total September enrollment then divided by 2).
- Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Know to be Continuing and Dropped Out



Calculations differ for students with disabilities and all students due to the following:

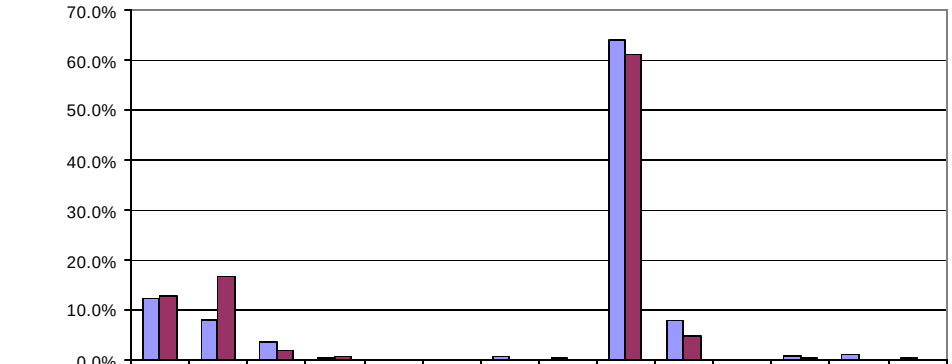
Difference in Calculations/Reporting	Students with Disabilities	All Students
Collection method	Screen 12 of Core Data by district and age	Screen 13 of Core Data by building and grade level
Exiters Reported by	District paying tuition, generally	District/Building of attendance, generally
Graduation rate calculations	Cohort dropouts not available due to collection by age, uses total number of dropouts that school year instead	Cohort dropouts available due to collection by grade level
Dropout rate calculations	Average enrollment not collected for students with disabilities, uses 14-21 child count instead	Average enrollment is collected for all students
State Operated Programs	Data excluded when comparing rates for students with disabilities to rates for all students because prior to 2003-04, State Operated Programs did not report data on Screen 13 which is where data for all students is reported.	Prior to 2003-04, State Operated Programs did not report on Screen 13, so were not included in the total for all students

Students with Disabilities*
Counts of Exiters by Exit Category

Exit Category	2000-2001		2001-2002		2002-2003	
	#	%	#	%	#	%
Graduated	4,880	60.8%	5,285	65.0%	5,636	69.8%
Received Certificate	200	2.5%	119	1.5%	69	0.9%
Reached Maximum Age	20	0.2%	11	0.1%	18	0.2%
Moved, Not Known to be Continuing	869	10.8%	687	8.5%	387	4.8%
Dropped Out	2,052	25.6%	2,023	24.9%	1,966	24.3%
Total Dropouts	3,141	39.2%	2,840	35.0%	2,440	30.2%
Total Graduates and Dropouts	8,021	100.0%	8,125	100.0%	8,076	100.0%

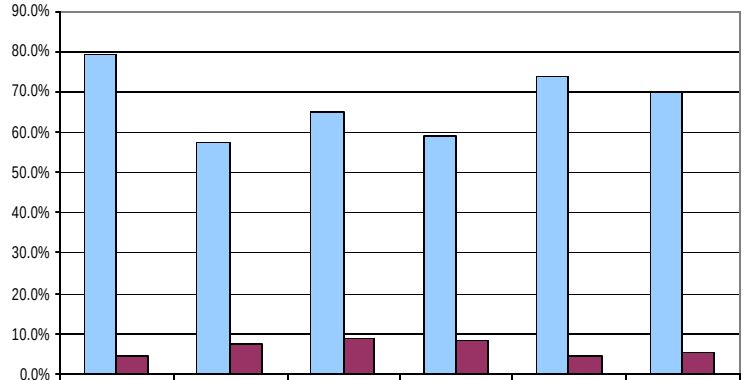
Source: Screen 12 of Core Data Collection System as of 02/26/04
* Without SOPs, DOC and DYS

Child Count and Dropout Percents
2003 IEP Students by Disability Category
(excludes DOC and DYS)



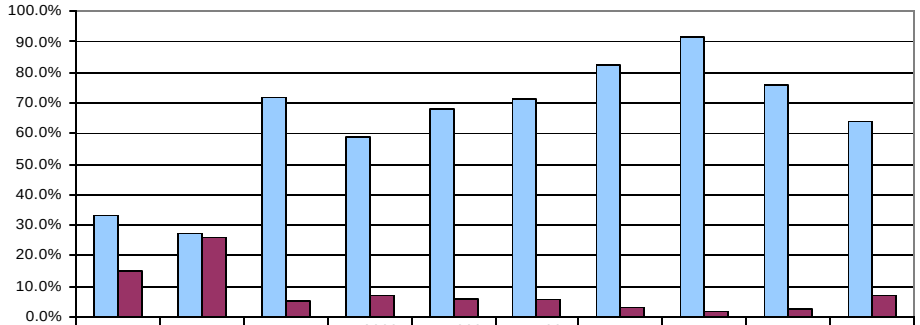
	MR	ED	SP	OI	PS	BL	HI	DF	LD	OHI	DB	MD	AU	TBI
CC% by Dis	12.2%	8.0%	3.8%	0.4%	0.2%	0.3%	0.6%	0.4%	64.1%	7.8%	0.0%	0.8%	1.1%	0.4%
DO% by Dis	13.0%	16.7%	2.0%	0.7%	0.1%	0.2%	0.3%	0.2%	61.0%	4.8%	0.1%	0.5%	0.3%	0.1%

Graduation and Dropout Rates
2003 IEP Students by Race
(excludes DOC and DYS)



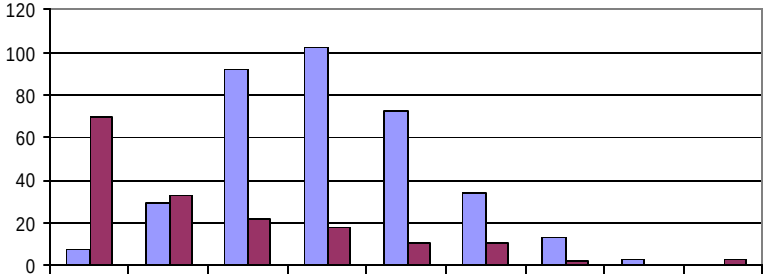
	Asian	Black	Hispanic	Indian	White	Total
Graduation Rate	79.5%	57.5%	65.1%	59.1%	74.1%	70.2%
Dropout Rate	4.5%	7.8%	8.8%	8.6%	4.6%	5.4%

Graduation and Dropout Rates
2003 IEP Students by District Groupings



	STL	KC	Enr>10000	Enr 3000-9999	Enr 1000-2999	Enr 500-999	Enr 0-499	SOPs	Elem	Total
Grad Rate	33.0%	27.0%	71.5%	58.8%	68.2%	71.4%	82.4%	91.7%	76.1%	63.8%
DO Rate	15.0%	25.7%	5.0%	6.9%	6.1%	5.4%	3.1%	1.5%	2.7%	6.7%

St. Louis City and Kansas City
2003 IEP Dropout Counts by Age



	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Age 20	Age 21	Age 22
STL	7	29	92	102	73	34	13	3	0
KC	70	33	22	18	11	11	2	0	3

Monitoring Data:

Secondary Transition 3 -- The percentage of students with disabilities graduating with a regular diploma will increase.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	19					21.3%
2002-2003	80	19					23.9%

Dropouts 1 -- Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	33					37.1%
2002-2003	80	37					46.2%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

Graduation rates have been increasing for both students with disabilities and all students over the past five years, and the rate for students with disabilities has been increasing at a rate that is narrowing the gap between them and all students. Similar trends are seen for dropout rates where rates are decreasing and the gap is narrowing. Looking across all special education graduates and dropouts, an encouraging trend shows the percent graduating is increasing and the percent dropping out is decreasing.

Further analysis of dropout data show that the highest percent of dropouts are students with specific learning disabilities (LD), however the LD percent of dropouts is actually less than the LD percent of special education child count. Another interesting finding is that Emotional Disturbance (ED) percent of dropouts is more than twice the ED percent of child count. This suggests that LD and ED dropouts should be focus areas for the state due to the large number of LD dropouts and the high propensity for ED students to drop out. Data also show that dropout and graduation rates differ between racial/ethnic groups, with the Black population having the lowest graduation rate and among the highest dropout rates.

Interesting differences are seen when districts are grouped by size of enrollment, but the areas of greatest concern appear to be the two large urban school districts in the state, Kansas City and St. Louis City. When dropout data is further disaggregated for Kansas City and St. Louis City, it is apparent that the two urban areas have very different issues. Kansas City is losing students at younger ages, primarily ages 14 and 15, while St. Louis City is losing students at older ages, primarily ages 16 and 17.

Monitoring data show that many districts are not meeting the performance standards for increasing graduation rates and decreasing dropout rates. Districts are required to submit assurance statements regarding implementation of a plan designed to address the low performance.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):
State performance targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the improvement plan which was submitted in July 2003.

In order to merit a "Met" call on district performance standards for 2002-2003, the following conditions needed to be met:

- Increasing trend with a minimum of 65% graduation rate
- Decreasing trend with a maximum of 9.7% dropout rate

These conditions were not considered to be targets; rather they were minimum acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Clear progress is being made in increasing graduation rates and decreasing dropout rates for students with disabilities. The improvements are most likely due to a combination of many activities which include:

- Training and technical assistance to districts. Virtually all trainings conducted by Division of Special Education staff touch on transition training, either from an effective practice, compliance or data analysis/reporting standpoint. Additional trainings can be found in the table below.
- Use of exit data for monitoring. Holding districts accountable for students with disabilities has increased awareness of the need for good transition planning.
- More accurate reporting of data. Each year, districts are provided with a five-year data summary which includes graduation and dropout data. Seeing trends and knowing that the data is used for monitoring has encouraged more accurate reporting.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Measurable Goals and Objectives	37	176	1081	Majority of participants were special education teachers
Secondary Transition Symposium	1 (two day training	157	394	Participants in addition to LEAS included Vocational Rehabilitation, Community Rehabilitation Program (CRP)/Supported Employment Service Provider (SESP), Centers for Independent Living and Vocational-Technical programs.

Special Education Consultants at the Regional Professional Development Centers (RPDCs) will be working with districts to drill down and analyze data in order to determine root causes of low performance in secondary transition. Based on the data and system analysis, professional development plans will be developed specific to the needs of each district.

4. Projected Targets:

Benchmarks and targets were established during Missouri's improvement planning process. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

Missouri Improvement Plan			
Year	Statewide Progress	Graduation Rate	Dropout Rate
2004-05	Benchmark	71.0%	5.3%
2007-08	Target	80.0%	3.8%

Source: Missouri Special Education Improvement Plan, July 2003

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under Cluster Area V: Secondary Transition (BT)

BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

During the 2000-2001 school year, DESE developed a web application that is used for reporting disciplinary actions for all students. Disciplinary actions are reported on an incident level for any incident resulting in ten or more days of suspension or expulsion. From this incident-level report, the Division of Special Education reports to OSEP the number of children with disabilities who received disciplinary action. Data for both the number of incidents and the number of children subject to disciplinary action are provided below. Comparisons between the data reported in the OSEP tables and the incident-level data show very little difference in proportions by disability category or race, therefore, the following data analysis was conducted primarily on the reported incident-level data rather than the derived student-level data.

OSEP Table 5, Section A
Report of Children with Disabilities Suspended or Expelled for More Than 10 Days
School Year 2002-2003

	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days		Percent of All Incidents for Students with Disabilities
	#	%	#	%	#	%	
1. Mental Retardation	79	5.2%	39	4.0%	61	5.6%	4.9%
2. Hearing Impairments	8	0.5%	11	1.1%	4	0.4%	0.7%
3. Speech/Language Impairments	69	4.6%	40	4.1%	42	3.8%	4.0%
4. Visual Impairments	8	0.5%	4	0.4%	5	0.5%	0.4%
5. Emotional Disturbance	330	21.8%	174	17.9%	307	28.0%	23.3%
6. Orthopedic Impairments	18	1.2%	10	1.0%	11	1.0%	1.0%
7. Other Health Impairments	111	7.3%	68	7.0%	93	8.5%	7.8%
8. Specific Learning Disabilities	881	58.1%	621	64.0%	564	51.4%	57.2%
9. Deaf-Blindness	-	0.0%	-	0.0%	-	0.0%	0.0%
10. Multiple Disabilities	2	0.1%	-	0.0%	2	0.2%	0.1%
11. Autism	6	0.4%	1	0.1%	6	0.5%	0.3%
12. Traumatic Brain Injury	3	0.2%	1	0.1%	2	0.2%	0.1%
13. Developmental Delay	1	0.1%	1	0.1%	-	0.0%	0.0%
14. Total	1,516	100.0%	970	100.0%	1,097	100.0%	100.0%

Discipline Incidents by Disability Category

	Number of Discipline Incidents			Percent of Incidents for all Students			Percent of Incidents for Students with Disabilities Only			Enrollment & Special Ed Child Count	Percent of Child Count	Average Incidents per 100 Students
Disability Type	2001	2002	2003	2001	2002	2003	2001	2002	2003	2003	2003	2003
NONDISABLED	2,994	4,193	4,831	67.5%	69.8%	70.0%				751,533		0.64
Mental Retardation	58	124	101	1.3%	2.1%	1.5%	4.0%	6.8%	4.9%	12,354	8.6%	0.82
Emotional Disturbance	368	412	482	8.3%	6.9%	7.0%	25.5%	22.7%	23.3%	8,765	6.1%	5.50
Speech/Language Impairment	36	44	82	0.8%	0.7%	1.2%	2.5%	2.4%	4.0%	33,174	23.0%	0.25
Orthopedic Impairment		28	21	0.0%	0.5%	0.3%	0.0%	1.5%	1.0%	670	0.5%	3.13
Partial Sight			5	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	227	0.2%	2.20
Blindness	2	1	4	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%	276	0.2%	1.45
Hard of Hearing	3	3	10	0.1%	0.0%	0.1%	0.2%	0.2%	0.5%	862	0.6%	1.16
Deafness			5	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	444	0.3%	1.13
Learning Disabled	819	1,055	1,182	18.5%	17.6%	17.1%	56.8%	58.1%	57.2%	63,904	44.3%	1.85
Other Health Impairment	131	131	161	3.0%	2.2%	2.3%	9.1%	7.2%	7.8%	10,376	7.2%	1.55
Deaf/Blindness		1	1	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	26	0.0%	3.85
Multidisabled	13	8	2	0.3%	0.1%	0.0%	0.9%	0.4%	0.1%	1,014	0.7%	0.20
Autism	9	10	7	0.2%	0.2%	0.1%	0.6%	0.6%	0.3%	2,392	1.7%	0.29
Traumatic Brain Injury	1		3	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	367	0.3%	0.82
Young Child with Dev. Delay	1		1	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	9,343	6.5%	0.01
Total for Students with Disabilities	1,441	1,817	2,067	32.5%	30.2%	30.0%	100.0%	100.0%	100.0%	144,194	100.0%	1.43
Total for All Students	4,435	6,010	6,898	100.0%	100.0%	100.0%				895,727		0.77

Source: Screen 9 of Core Data Collection System as of 02/19/04
Note: Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

OSEP Table 5, Section B Report of Children with Disabilities Suspended or Expelled for More Than 10 Days School Year 2002-2003						
	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days	
	#	%	#	%	#	%
1. White, non-Hispanic	868	57.3%	524	54.0%	674	61.4%
2. Black, non-Hispanic	619	40.8%	434	44.7%	400	36.5%
3. Hispanic	19	1.3%	8	0.8%	13	1.2%
4. Asian/Pacific Islander	2	0.1%	1	0.1%	2	0.2%
5. Native American	8	0.5%	3	0.3%	8	0.7%
6. Total	1,516	100.0%	970	100.0%	1,097	100.0%

Number of Discipline Incidents Reported by Race, 2002-2003 School Year							
	All		Nondisabled		Disabled		Enrollment
	#	%	#	%	#	%	%
1. White, non-Hispanic	3,991	57.9%	2,791	57.8%	1,200	58.1%	78.4%
2. Black, non-Hispanic	2,705	39.2%	1,873	38.8%	832	40.3%	17.7%
3. Hispanic	123	1.8%	102	2.1%	21	1.0%	2.3%
4. Asian/Pacific Islander	45	0.7%	42	0.9%	3	0.1%	1.3%
5. Native American	34	0.5%	23	0.5%	11	0.5%	0.3%
6. Total	6,898	100.0%	4,831	100.0%	2,067	100.0%	100.0%

Source: Screen 9 of Core Data Collection System as of 02/19/04
Note: Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

While the statewide incidence rate for Special Education was 14.96%, 30.0% of all disciplinary incidents reported were for students with disabilities. This would suggest that a disproportionate number of acts resulting in disciplinary action are committed by students with disabilities. Data suggest that a disproportionate number of incidents that result in disciplinary action are committed by students with emotional disturbances and specific learning disabilities. Data were also disaggregated by racial/ethnicity categories. It appears that Black students are committing a disproportionate share of the discipline incidents for both students with disabilities and all students. Virtually no differences were seen in the breakdown of incidents by race/ethnicity when comparing incidents for all students and incidents for students with disabilities. Differences are seen in the types of removals. White students are more likely to receive multiple short-term suspensions while black students are more likely to receive longer suspensions.

Comparison among local educational agencies in Missouri:

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (83 districts)
- An average number of incidents per 100 students with disabilities was calculated for each district (number of incidents / child count * 100)
- A mean and standard deviation were determined
- Fifteen districts had an average number of discipline incidents that was more than one standard deviation above the mean

Comparison of rates for disabled students and all students within districts:

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (83 districts)
- A ratio of the special education percent of discipline incidents to the special education percent of enrollment was calculated for each district (ratio = special education incidents / all incidents : special education child count / enrollment)
- A mean and standard deviation were determined
- Fifteen districts had a ratio that was more than one standard deviation above the mean. Four of these districts were also among the fifteen districts noted above. Three of the fifteen districts didn't report any incidents for non-disabled students, suggesting that the districts did not understand that discipline incidents were to be reported for all students, not just students with disabilities.

Monitoring Data:

Suspension/Expulsion 1 -- Suspension and expulsion rates for children with disabilities decrease and are no higher than those of children without disabilities.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	4					4.1%
2002-2003	85	30					35.3%

Suspension/Expulsion 2 -- Children with disabilities receive FAPE during suspensions of 11 days or more, consecutive or cumulatively, in a school year, or with an expulsion.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	67	13	5	1	1		19.4%
2002-2003	45	18	10	8	8		40.0%

Suspension/Expulsion 3 -- Children with disabilities who are suspended or expelled receive services that address their identified needs.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	24	6	2	1	1		25.0%
2002-2003	57	4	4				7.0%

Suspension/Expulsion 4 -- Children with disabilities with identified behavioral needs receive positive behavioral supports consistent with an IEP.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	21	5	0	2	2		23.8%
2002-2003	57	8	4	4	4		14.0%

Suspension/Expulsion 5 -- Children with disabilities receive appropriate functional behavioral assessments and behavior plans, as appropriate.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	40	10	0	4	4		25.0%
2002-2003	39	10	8	2	2		25.6%

Monitoring data are relatively consistent with the discipline incident data findings. Data suggest the percent of districts out of compliance at initial review with regard to expulsion and suspension rates being no higher than children without disabilities increased by 31.2%. Other data suggest an increase in non-compliance for children with disabilities receiving FAPE during suspensions of 11 Days or more, etc (i.e. an increase by 20.6%). However, services to support or address behavioral needs prior to suspensions/expulsions improved as indicated by decreases of 9.8-18.0% in the percent of districts out of compliance at initial review.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. In order to merit a "Met" call on district performance standards for 2002-2003, the following conditions needed to be met:

- Average number of incidents per child decreased and the averages for all students and for students with disabilities are comparable

These conditions are not considered targets; rather they are minimum acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Given the variability in this data collection, it is very difficult to determine or explain progress and/or slippage. Training and usage of Positive Behavior Supports is becoming more widespread.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Positive Behavior Support – Module 1	5	21	112	Majority of participants were general education teachers and principals or assistant principals
Positive Behavior Support – Module 2	5	20	137	Continuation of PBS series
Positive Behavior Support – Module 3	5	19	133	Continuation of PBS series
Positive Behavior Support – Module 1 (In-district)	6	6	89	
Problem Solving Skills in Working with Challenging Behavior	2	13	30	Participants had a wide variety of roles

Recently developed activities to support the Positive Behavior Support (PBS) Initiative in the state of Missouri will include the establishment of PBS Coaches. The purpose of PBS coaches is to increase capacity for in-district technical support for school wide PBS and PBS team problem-solving, utilize the science of behavioral analysis and functional behavior assessment, and facilitate the use of function based support for students with challenging behavior in order to sustain the district's PBS Initiative beyond the State Improvement Grant funding period. In order to fulfill these purposes, PBS coaches will serve the following roles:

- Build the capacity of the PBS team and building staff
- Develop competency and fluency in PBS systems and processes
- Engage in regular communications with implementation staff/teams
- Provide technical assistance to implementers
- Provide regular and frequent acknowledgements (positive reinforcement for implementers)
- Visit implementation sites on a regular basis (monthly/quarterly)
- Review progress
- Support district level action plan implementation efforts

4. Projected Targets:

- Assist districts with analyzing data in a root-cause analysis.
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Special Education Consultants will provide assistance to districts as needed for identification, development, and implementation of strategies for intervention of behavioral/disciplinary issues though the utilization of root-cause analysis and professional development planning.

BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Missouri Assessment Program (MAP) Performance:

The Missouri Assessment Program currently consists of four content area exams administered at three grade levels each. Content areas are Communication Arts, Mathematics, Science and Social Studies. Achievement levels include Advanced, Proficient, Nearing Proficient, Progressing and Step 1. Communication Arts and Mathematics data are used for NCLB reporting, with the proficiency percent being the Advanced and Proficient categories combined. A subset of items from the Communication Arts exam is used to derive a Reading score. Reading achievement levels include Proficient, Satisfactory and Unsatisfactory.

With respect to the following data, the indices are weighted averages of student performance across the performance levels of the Missouri Assessment Program (MAP). Each Index ranges from 100, signifying that all students are in the lowest performance level, to 300, signifying that all students are in the highest performance level.

Missouri Assessment Program (MAP)
Performance Results - Communication Arts

		Indices		Gap	
Grade Level	Year	Students with Disabilities	All Students	Distance	Direction
3	1999	162.5	194.2	*31.7*	-
	2000	167.0	197.2	*30.2*	▼
	2001	173.8	198.2	*24.4*	▼
	2002	178.4	202.3	*23.9*	▼
	2003	180.6	201.0	*20.4*	▼
7	1999	135.3	188.5	*53.2*	-
	2000	141.5	190.8	*49.3*	▼
	2001	147.0	194.0	*47.0*	▼
	2002	148.0	192.6	*44.6*	▼
	2003	146.8	191.8	*45.0*	▲
11	1999	123.2	182.9	*59.7*	-
	2000	124.8	182.9	*58.1*	▼
	2001	133.5	187.0	*53.5*	▼
	2002	131.4	186.4	*55.0*	▲
	2003	129.5	184.8	*55.3*	▲

Missouri Assessment Program (MAP)
Performance Results - Mathematics

		Indices		Gap	
Grade Level	Year	Students with Disabilities	All Students	Distance	Direction
4	1999	175.3	208.2	*32.9*	-
	2000	179.9	209.7	*29.8*	▼
	2001	183.5	211.4	*27.9*	▼
	2002	183.1	210.7	*27.6*	▼
	2003	186.6	210.5	*23.9*	▼
8	1999	122.6	164.0	*41.4*	-
	2000	124.9	167.6	*42.7*	▲
	2001	130.1	170.4	*40.3*	▼
	2002	129.4	170.0	*40.6*	▲
	2003	133.4	173.1	*39.7*	▼
10	1999	116.4	160.5	*44.1*	-
	2000	118.0	162.2	*44.2*	▲
	2001	125.2	167.0	*41.8*	▼
	2002	122.2	163.8	*41.6*	▼
	2003	125.1	167.5	*42.4*	▲

Missouri Assessment Program (MAP)
Performance Results - Reading

Grade Level	Year	Indices: Students with Disabilities	Indices: All Students	Gap: Distance	Gap: Direction
3	1999	157.0	196.1	*39.1*	-
	2000	160.8	201.0	*40.2*	▲
	2001	171.8	200.3	*28.5*	▼
	2002	189.8	216.0	*26.2*	▼
	2003	184.3	207.8	*23.5*	▼
7	1999	121.5	187.0	*65.5*	-
	2000	131.4	192.9	*61.5*	▼
	2001	136.1	197.1	*61.0*	▼
	2002	140.2	200.3	*60.1*	▼
	2003	137.3	196.3	*59.0*	▼

Missouri Assessment Program (MAP)
Performance Results - Social Studies

Grade Level	Year	Indices: Students with Disabilities	Indices: All Students	Gap: Distance	Gap: Direction
4	2000	170.5	205.2	*34.7*	-
	2001	184.9	211.4	*26.5*	▼
	2002	180.2	208.5	*28.3*	▲
	2003	179.6	211.4	*31.8*	▲
8	2000	145.4	203.6	*58.2*	-
	2001	152.0	204.2	*52.2*	▼
	2002	152.7	203.7	*51.0*	▼
	2003	151.1	201.7	*50.6*	▼
11	2000	125.6	176.8	*51.2*	-
	2001	137.6	183.7	*46.1*	▼
	2002	130.1	177.5	*47.4*	▲
	2003	127.0	176.3	*49.3*	▲

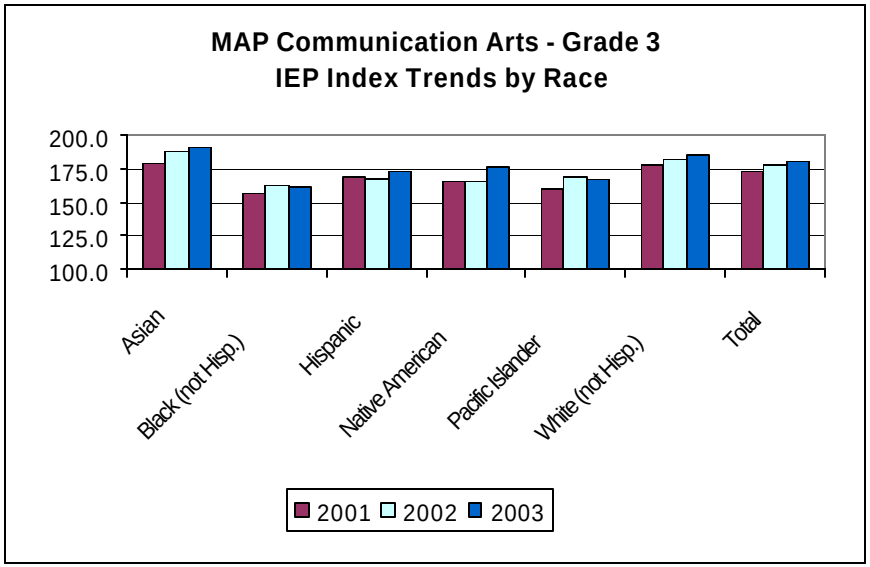
Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 02/03/04

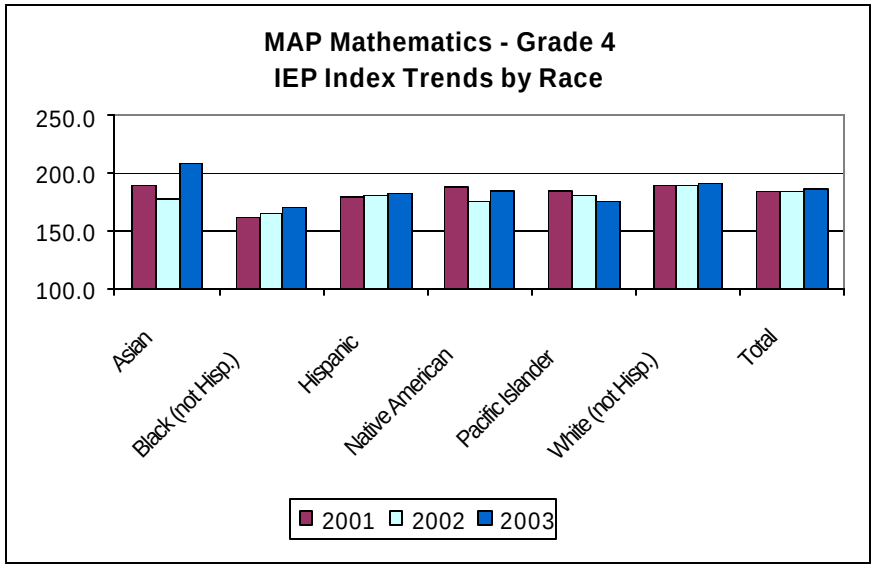
Missouri Assessment Program (MAP)
Performance Results - Science

Grade Level	Year	Indices: Students with Disabilities	Indices: All Students	Gap: Distance	Gap: Direction
3	1999	182.6	205.7	*23.1*	-
	2000	190.5	215.5	*25.0*	▲
	2001	195.6	216.8	*21.2*	▼
	2002	201.3	218.7	*17.4*	▼
	2003	202.4	220.0	*17.6*	▲
7	1999	128.9	167.8	*38.9*	-
	2000	132.8	169.3	*36.5*	▼
	2001	137.0	167.8	*30.8*	▼
	2002	137.4	169.6	*32.2*	▲
	2003	135.0	168.4	*33.4*	▲
10	1999	129.6	168.2	*38.6*	-
	2000	128.3	166.2	*37.9*	▼
	2001	136.3	172.4	*36.1*	▼
	2002	128.8	165.4	*36.6*	▲
	2003	129.2	166.9	*37.7*	▲

Data show the gap in performance between students with disabilities and their non-disabled peers has improved at the elementary level. All content areas tested in Grades 3 and 4 exhibit downtrends in the indices gaps from year to year. Data also show some improvement at the middle school level. All content areas tested in grades 7 and 8 exhibit downtrends in the indices gaps with the exception of science which increased the last two years. At the high school level, data show the indices gap for all content areas tested in grades 10 and 11 decreased the first to last year but increased in all content areas tested the last year or two.

MAP Performance – Comparisons by Race/Ethnicity:



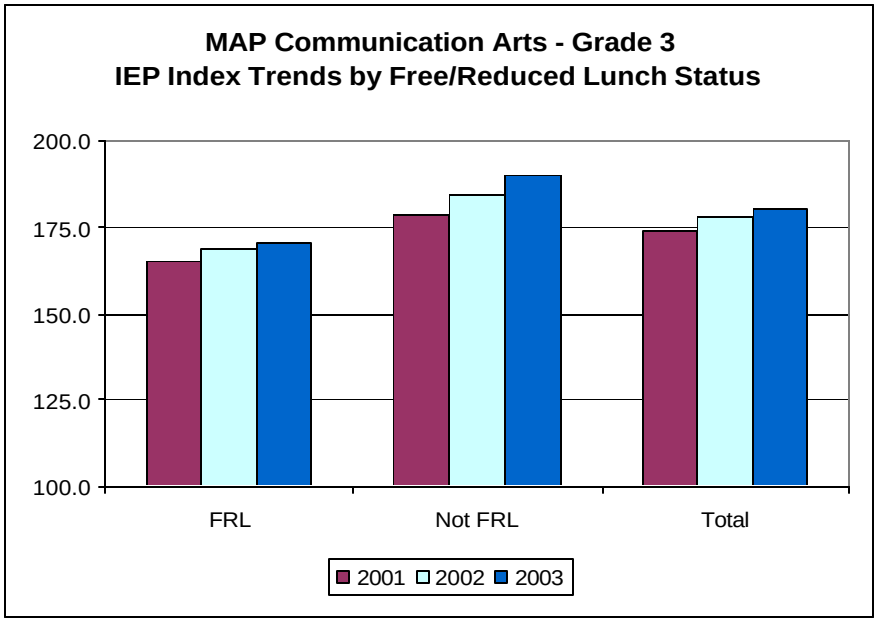


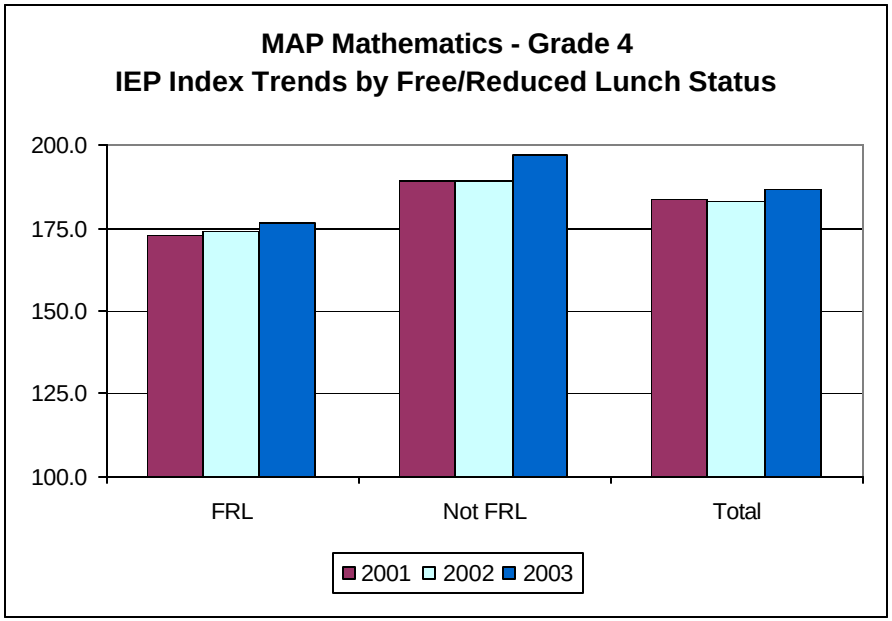
Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04

Data suggest some improvement overall in performance for most racial/ethnicity categories in communication arts and mathematics as indicated by increasing indices. This is especially notable for Asian students in both content areas and white students in communication arts. Though overall declines in mathematics indices were exhibited for Native American and Pacific Islander, both are low incidence racial/ethnic categories. Notably, the indices for Black students continue to be lower than all other racial/ethnicity categories. For Black students, improvement is evident in the area of mathematics as indices increased and the gap between Black and Total decreased annually; however, improvements in communication arts were inconsistent as the index decreased from 2002 to 2003 and the gap between Black and Total increased in 2003.

MAP Performance – Comparison by Free/Reduced Lunch Status:

As part of MAP administration along with other demographic data, student information regarding free/reduced lunch status is collected. Since eligibility for free/reduced lunch is based on parent/guardian income level, this information serves as a poverty indicator. Note that prior to the 2003 testing, reporting of free/reduced lunch status was not a required data element; therefore 2001 and 2002 data may not include all appropriate data.





Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04

Data suggest some improvement in performance by Free/Reduced Lunch Status (FRL) in communication arts and mathematics. However, the gap in indices between FRL and non-FRL increased all three years in both content areas.

MAP Performance - Adequate Yearly Progress (AYP)

Proficient for AYP*

	Grades 3, 7 and 11 Communication Arts				Grades 4, 8 and 10 Mathematics			
Year	IEP Students	All Students	Gap	State Proficiency Goals	IEP Students	All Students	Gap	State Proficiency Goals
2002	8.5%	30.7%	22.2%	18.4%	7.3%	21.1%	13.8%	8.3%
2003	9.1%	29.8%	20.7%	19.4%	8.3%	21.3%	13.0%	9.3%

* Proficient includes the achievement levels Proficient and Advanced.
Source: Missouri Division of School Improvement, Student Assessment at http://dese.mo.gov/divimprove/assess/MAP_Press_Release_2003_AYP_Grid.pdf

The performance of students with disabilities increased minimally in communication arts and mathematics. Concurrently, some improvement occurred in the gap between IEP and All students as indicated by decreases in both areas as well. IEP students are performing below State Proficiency Goals, but most concernedly in the area of communication arts, i.e. 10.3% below as compared to 1.0% below in Mathematics.

Monitoring Data – MAP Performance:
Note: Performance standards require an assurance statement from districts and are not included in follow-up reviews except by desk audit of data.

State and District-wide Assessment 1a -- Percent of children with disabilities in grades 3 and 7 who are proficient readers increases
Indicator Perf 200400 -- Percent of children with disabilities in grade 3 who are proficient readers increases

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	99	59					59.6%
2002-2003	92	31					33.7%

Indicator Perf 200500 -- Percent of children with disabilities in grade 7 who are proficient readers increases

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	100	66					66.0%
2002-2003	92	63					68.5%

State and District-wide Assessment 3c – Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases

Indicator Perf 200800 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 3

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	57					59.4%
2002-2003	91	58					63.7%

Indicator Perf 200805 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 7

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	72					73.5%
2002-2003	90	46					51.1%

Indicator Perf 200810 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 11

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	87	78					89.7%
2002-2003	79	62					78.5%

Indicator Perf 200815 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Science - Grade 3

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	49					50.5%
2002-2003	91	32					35.2%

State and District-wide Assessment 3c (continued from previous page)

Indicator Perf 200820 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Science - Grade 7

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	74					75.5%
2002-2003	92	53					57.6%

Indicator Perf 200825 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Science - Grade 10

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	77					86.5%
2002-2003	79	61					77.2%

Indicator Perf 200830 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 4

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	99	43					43.4%
2002-2003	92	30					32.6%

Indicator Perf 200835 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 8

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	79					81.4%
2002-2003	92	64					69.6%

State and District-wide Assessment 3c (continued from previous page)

Indicator Perf 200840 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 10

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	88	74					84.1%
2002-2003	76	61					80.3%

Indicator Perf 200845 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Social Studies - Grade 4

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	38					40.9%
2002-2003	89	32					36.0%

Indicator Perf 200850 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Social Studies - Grade 8

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	46					47.9%
2002-2003	91	40					44.0%

Indicator Perf 200855 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Social Studies - Grade 11

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	76	56					73.7%
2002-2003	76	59					77.6%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Substantial numbers of districts are not meeting the performance criteria for these monitoring calls; however, data suggest some improvement from 2002 to 2003. All indicators exhibited decreases in the percent of districts out of compliance at initial review with the exception of the percent of children with disabilities in grade 7 who are proficient readers and grade 11 Social Studies.

MAP - Oral Accommodations:

Percent of Students with Disabilities with Oral Reading Accommodations on MAP Communication Arts Exam			
	2001	2002	2003
3rd Grade	53.7%	56.0%	50.2%
7th Grade	62.2%	62.9%	60.8%

Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04.

Monitoring Data - Oral Accommodations:

State and District-wide Assessment 2b -- Percent of children with disabilities in grades 3 and 7 who have the Missouri Assessment Program – Communication Arts (MAP-CA) read to them decreases

Indicator Perf 200600 -- Percentage of children with disabilities in grade 3 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	51					53.1%
2002-2003	89	64					71.9%

Indicator Perf 200700 -- Percentage of children with disabilities in grade 7 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	67					69.1%
2002-2003	91	58					63.7%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Previous data suggested high usage of oral accommodations on the MAP Communications Arts exam as indicated by annual increases and the total percent of usage. Data in 2002-2003 indicate a desired change in this trend as the use of Oral Accommodations on the communication arts decreased for both grades 3 and 7. Conversely, monitoring data show that a large number of districts were increasing the use of oral accommodations.

MAP Participation - Missouri Assessment Program-Alternate (MAP-A):

- The State of Missouri's alternate assessment (MAP-A) currently does not provide achievement levels at a student level. MAP-A participants compile a portfolio that addresses four goals. Each goal is then rated individually and progress towards each goal is reported. The total number of portfolios submitted is available, but data can not currently be disaggregated by grade or subject area.
- The number of portfolios submitted is a subset of the number of eligible students. The number of eligible students is submitted in conjunction with the regular MAP assessment and includes any student determined eligible for the MAP-A regardless of whether a portfolio will be submitted that year.
- For school year 2002-2003, MAP-A portfolios were submitted in May of 2003 for those students who were determined to be eligible for the MAP-A, whose IEPs began December 2001 through November 2002, and who were turning ages 9, 13, and 17 in the 2002-2003 school year. This procedure was applicable for the two previous school years as well.

The number of MAP-A eligible students and the subset of those who submitted portfolios were as follows:

Missouri Assessment Program-Alternate (MAP-A)			
	2000-2001	2001-2002	2002-2003
MAP-A Eligible Students Reported	1,538	1,536	1,570
MAP-A Portfolios Submitted	536	813	940

Source: Missouri Division of School Improvement, Student Assessment.
Notes:

- The number of eligible students is reported in conjunction with the regular MAP assessment and includes students in grades 3, 4, 7, 8, 10 and 11 determined eligible for the MAP-A.
- The number of portfolios submitted is a subset of the number of eligible students. Not all eligible students submit a MAP-A portfolio as the alternate assessment is currently required only once at the elementary, middle and high school levels.

MAP Participation - Attachment 3 – Data Analysis:

See Attachment 3 – Report of Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade and Type of Assessment Baseline/Trend Data

Data from Attachment 3 Participation of Students with Disabilities on State Assessments 2002-2003								
		Missouri Assessment Program (MAP)						
Content Area	Grade Level	Enrollment	Total Number who took Assessment	Number with Valid Scores	Number with Invalid Scores	Percent with Valid Score	Percent with Invalid Scores	Percent of Participation*
Mathematics	4	11,096	10,857	10,758	99	97.0%	0.9%	97.8%
Mathematics	8	10,670	10,314	10,087	227	94.5%	2.1%	96.7%
Mathematics	10	8,578	8,255	7,991	264	93.2%	3.1%	96.2%
Reading	3	9,924	9,692	9,479	213	95.5%	2.1%	97.7%
Reading	7	10,997	10,766	10,309	457	93.7%	4.2%	97.9%
Reading	11	6,910	6,696	6,214	482	89.9%	7.0%	96.9%

* Does not include MAP-Alternate participation since achievement levels are not available by student, content area or grade.

Formulas:

- Percent with Valid Score = Number with Valid Score/Enrollment
- Percent with Invalid Score = Number with Invalid Score/Enrollment
- Percent of Participation = Total Number who took Assessment/Enrollment

Data suggest the percent of students with disabilities participating in the MAP (regular assessment) is relatively consistent across all grade levels, i.e. 96-98%.

Monitoring Data - MAP Participation:

State and District-wide Assessment 5 -- Participation in general state assessments are comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	94	40	40				42.6%

Notes: A district is called out of compliance if the Level not Determined (LND) is greater than 10% in one or more subjects/grade levels.

State and District-wide Assessment 6 -- Percentage participating in alternate assessments at each grade level is no greater than 1-2 percent of the student population at the grade level.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	4	2	0			4.0%
2002-2003	84	0					0.0%

State and District-wide Assessment 9 -- Modifications and accommodations for general state and district-wide assessments are provided, as determined appropriate on the IEP.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	15	4	0			15.8%
2002-2003	96	19	19				19.8%

Indicator B 108100 -- A statement defining the child's participation in state assessments of student achievement

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	9	1	0			9.5%
2002-2003	96	9	8	0			9.4%

Indicator B 108120 -- Addresses necessary accommodations/modifications

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	6	0	0			6.4%
2002-2003	92	6	6				6.5%

Indicator B 108200 -- A statement defining the child's participation in agency-wide assessments of student achievement

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	12	4	0			12.8%
2002-2003	95	15	14	0			15.8%

State and District-wide Assessment 9 (continued from previous page)
Indicator B 108220 -- Addresses necessary accommodations/modifications

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	91	7	2	0			7.7%
2002-2003	95	15	15				15.8%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

Overall, participation rates are high and have been improving over the last few years. Monitoring data shows a high percent out of compliance, but a noncompliant call is made if one subject/grade level shows a Level Not Determined percent greater than 10%. Small numbers in many districts often cause nonparticipation rates to look artificially high.

Summative Analysis of Baseline/Trend Data:

Overall, Missouri has shown some improvement in decreasing the performance gap between children with disabilities and their non-disabled peers at the middle school and elementary levels. Furthermore, the adequate yearly progress of students with disabilities in all grades assessed is increasing at a rate that is helping to somewhat decrease the gap with non-disabled peers; however, communication arts is falling short of desired expectations. Also, the gap in performance in communication arts between students with disabilities who are black and all students with disabilities increased in 2003, and likewise for students with disabilities in free/reduced lunch status as compared to non-free/reduced lunch status.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the Improvement Plan which was submitted in July 2003. 2002-2003 Adequate Yearly Progress (AYP) proficiency goals for all students, including students with disabilities, were 19.4% proficient in Communication Arts and 9.3% proficient for Mathematics. For AYP purposes, “proficient” is defined as the Proficient and Advanced achievement levels (top two of five levels).

In order to merit a “Met” call on district performance standards for 2002-2003, the following conditions needed to be met:

- Increase in the MAP Index from first to last year of mandatory testing, and
- Minimum Index of 150 in the last year, OR
- Index of at least 225 for all years
- Percentage of students receiving oral accommodations decreased from the first to last year
- Percentage of students in Level Not Determined is 10% or less in every subject area and grade level

These conditions are not considered targets; rather they are minimal acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement for students with disabilities was selected as a priority area by the Part B Steering Committee. A committee of stakeholders met for two two-day sessions in April 2003. This committee worked through a root cause analysis and identified strategies and activities that would increase elementary achievement for students with disabilities. These activities began during the 2003-2004 school year.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Differentiated Instruction	4	13	102	Majority of participants were general education teachers
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers
Least Restrictive Environment in K-12	9	18	133	Majority of participants were special education teachers
Measurable Goals and Objectives	37	176	1081	Majority of participants were special education teachers
Positive Behavior Support - Module 1	5	21	112	Majority of participants were General education teachers and principals or assistant principals
Positive Behavior Support - Module 2	5	20	137	Continuation of PBS series
Positive Behavior Support - Module 3	5	19	133	Continuation of PBS series
Positive Behavior Support - Module 1 (In-district)	6	6	89	
Problem Solving Skills in Working with Challenging Behavior	2	13	30	Participants had a wide variety of roles
Traumatic Brain Injury - Module 3 Classroom Accommodations	2	25	78	Majority of participants were special education teachers
Visual Impairment	1	26	43	Majority of participants were special education teachers

4. Projected Targets:

Benchmarks and Targets were established in Missouri's Improvement Plan and coincide with AYP state proficiency goals. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

Advanced and Proficient (IEP)		
Statewide Progress	Grade 3 Communication Arts	Grade 4 Mathematics
2005 Benchmark	38.8%	31.1%
2008 Target	59.2%	54.2%

Source: Missouri Special Education Improvement Plan, July 2003

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.IV, GS.V, BP, BF.V and BF.VI

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.1 BF.IV	A) IEPs teams will utilize the grade level expectations for Reading for students with disabilities in grades K-4.	*2.1.1.1* Final versions of grade level expectations to special education directors, parent and special education teachers. *2.1.1.2* Training developed on how to incorporate the grade level expectations into IEPs.	• IEPs will include goals/benchmarks aligned with grade level expectations	**Timelines:** **2003-2004** **Study conducted** **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.2 BF.IV	B) Research-based practice information regarding reading instruction for students with disabilities will be implemented at the local level.	*2.1.2.1* Research-based models and materials effective for students with disabilities and high poverty identified *2.1.2.2* Collaboration with existing Department of Elementary and Secondary Education reading initiatives (Reading First, and MRI Accelerated Schools.) *2.1.2.3* District staff trained in models through the RPDCs *2.1.2.4* Website/link updated.	• MAP results for students with disabilities in the area of reading improves	**Timelines:** 2004-2005 Revision to screen implemented 2005-2006 System changes implemented **Resources:** Section Responsibility: Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First Funding Type: SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.3 BF.IV	C) Technical assistance and training in the use of appropriate accommodations will be developed.	*2.1.3.1* Trainers trained *2.1.3.2* Training conducted and technical assistance available	• MAP results for students with disabilities in the area of reading improves	**Timelines:** May 2005 Technical assistance and training developed May 2006 Technical assistance and training available **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.5 BF.IV	E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to reading difficulties.	*2.1.5.1* Data collected on referral rates *2.1.5.2* Monitoring Standards revised *2.1.5.3* Training conducted on monitoring process and expectations	• Reduction in referrals • Districts comply with Monitoring Standards	**Timelines:** 2006-2007 Monitoring Standards implemented **Resources:** Section Responsibility: Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First Funding Type: SIG Part B SLIVER
2.2.1 BF.IV	A) IEP teams will utilize the grade level expectations for math students with disabilities in grades 1-3.	*2.2.1.1* Final versions of grade level expectations to special education directors, parents and special education teachers. *2.2.1.2* Training developed on how to incorporate the grade level expectations into IEPs	• IEPs will include goals/benchmarks aligned with grade level expectations	**Timelines:** **2003-2004** **Grade level expectations developed** 2006-2007 Expectations incorporated into IEPs **Resources:** Section Responsibility: Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts Funding Type: SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.2.2 BF.IV	B) Research-based practice information regarding math instruction for students with disabilities will be implemented at the local level.	*2.2.2.1* Research-based models effective for students with disabilities and high poverty identified. *2.2.2.2* Collaboration with existing DESE reading initiatives (MMI, NCLB, Accelerated Schools) *2.2.2.3* District staff trained in models through the RPDCs *2.2.2.4* Website/link updated	• MAP results for students with disabilities in the area of math improves	**Timelines:** May 2006 Implementation **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER
2.2.3 BF.IV	C) Technical assistance and training in the use of appropriate accommodations will be developed.	*2.2.3.1* Trainers trained *2.2.3.2* Training conducted and technical assistance available	• MAP results for students with disabilities in the area of math improves	**Timelines:** May 2005 Technical assistance and training developed May 2006 Technical assistance and training available **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.2.5 BF.IV	E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to math difficulties.	*2.2.5.1* Data collected on referral rates *2.2.5.2* Monitoring Standards revised *2.2.5.3* Training is conducted on monitoring process and expectations	• Reduction in referrals • Districts comply with Monitoring Standards	**Timelines:** 2006-2007 Monitoring Standards implemented **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER
2.3.3 BF.IV BF.I GS.V	C) Develop and implement training for educators regarding data based decision-making.	*2.3.3.1* Collaboration with Department of Elementary and Secondary Education and Teacher and Urban Education for recommendations *2.3.3.2* Teacher and Urban Education plan adopted by the State Board of Education *2.3.3.3* Collaborative activity plan developed *2.3.3.4* Training for Directors of special education and curriculum directors developed and implemented. *2.3.3.5* Training implemented in nine RPDC regions *2.3.3.6* Targeted technical assistance to districts developed based on special education district Profile data. *2.3.3.7* Special education Consultants in RPDCs provided technical assistance regarding professional development needs	• Activity Plan developed • Expanded participation in workshops by curriculum directors	**Timelines:** **2003-2004** **Plan developed and implemented** **2003-2004** **Training implemented** **Resources:** <u>Section Responsibility</u> Effective Practices Data Coordination Compliance <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.3.4 BF.IV	D) Create from the MAP assessment, a usable system of the data designed to help teachers move students with disabilities to the proficient level	*2.3.4.1* Participation in Student Indicators Task Force *2.3.4.2* Crystal Reports selected as new software *2.3.4.3* Students with disabilities reports reviewed *2.3.4.4* Content for District Training developed	• Districts using Crystal Report Data • Data is used in district Special Education Monitoring Self-Assessment (SEMSA)	**Timelines:** **January 2004** **Training on using Crystal Reports** **September 2004** **Crystal reports available** April 2005 Crystal reports data integrated in to SEMSA **Resources:** <u>Section Responsibility</u> Data Coordination Effective Practices Compliance <u>Funding Type:</u> Part B
2.3.6 BF.IV	F) Develop online professional development modules and study group resources for online reference for professional development.	*2.3.6.1* Discussions with IHE faculty and CISE the possibilities for web-based offerings for parents and teachers regarding increasing student achievement *2.3.6.2* Learning community resources determined for parents and teachers *2.3.6.3* Existing modules to put online identified *2.3.6.4* Resources put online for easy access *2.3.6.5* Surveys of desired online professional development resources conducted *2.3.6.6* Data of how these resources are used conducted	• Districts report increased professional development accessed online • Data indicates online resources are being used	**Timelines:** 2004-2005 Begin Ongoing **Resources:** <u>Section Responsibility</u> Effective Practices <u>Funding Type:</u> Part B

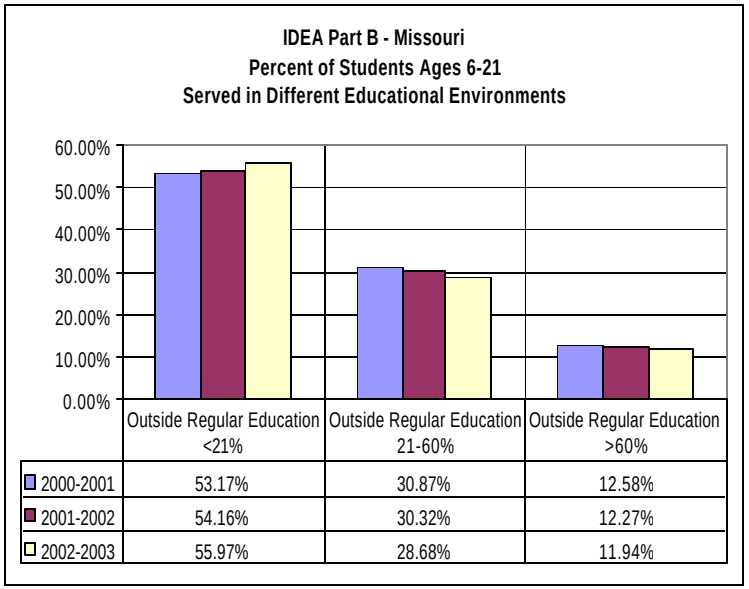
BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

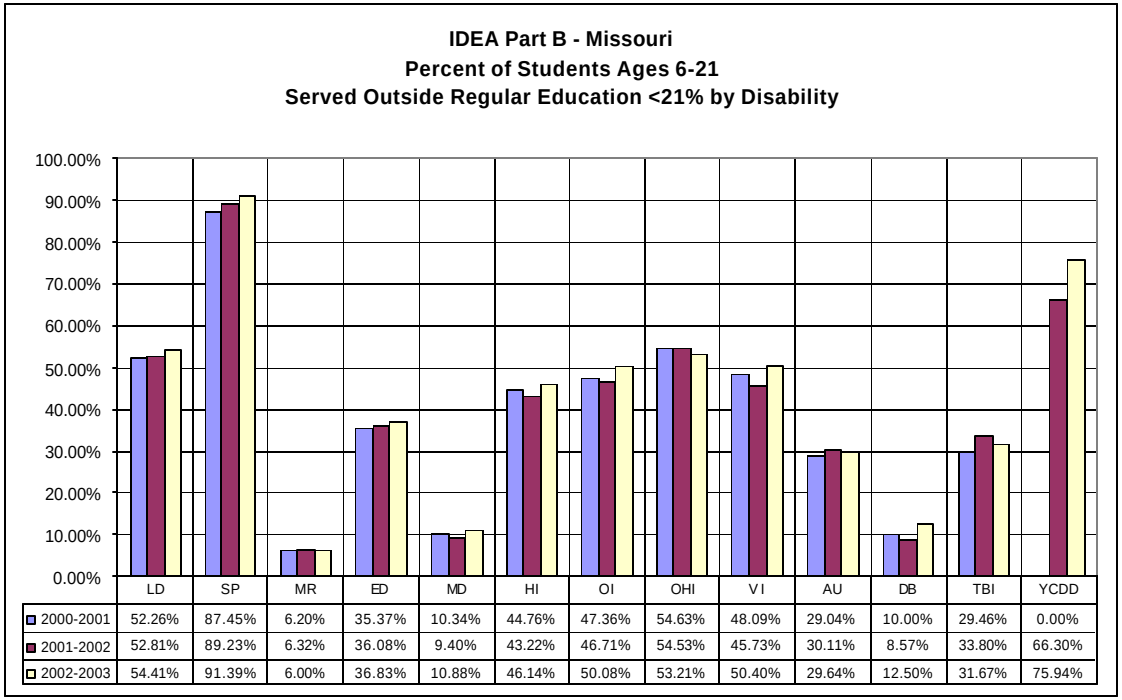
School Age Data (Students Ages 6-21):

IDEA Part B Percent of Students Ages 6-21 Served in Different Educational Environments by Disability 2002-2003 School Year						
Disability Category	Outside Regular Class <21%		Outside Regular Class 21-60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	54.41%	46.88%	38.08%	38.59%	6.86%	13.49%
Speech/Language Impairment	91.39%	86.96%	6.43%	7.53%	2.04%	4.69%
Mental Retardation	6.00%	10.94%	31.81%	30.52%	48.05%	52.63%
Emotional Disturbance	36.83%	28.76%	27.76%	23.01%	22.09%	30.66%
Multidisabled	10.88%	11.59%	18.38%	17.25%	47.54%	46.86%
Hearing Impairment	46.14%	42.99%	24.48%	19.29%	13.12%	23.65%
Orthopedic Impairment	50.08%	45.75%	25.04%	22.20%	15.79%	27.52%
Other Health Impairment	53.21%	49.54%	33.17%	31.37%	11.16%	15.27%
Visual Impairmant	50.40%	52.52%	18.22%	17.31%	6.68%	16.57%
Autism	29.64%	24.66%	26.13%	17.82%	35.09%	45.52%
Deaf/Blindness	12.50%	17.56%	29.17%	19.97%	37.50%	32.25%
Traumatic Brain Injury	31.67%	28.45%	36.67%	34.77%	24.72%	27.84%
Young Child with Dev. Delay	75.94%	46.28%	15.00%	32.40%	8.44%	19.67%
All	55.97%	48.22%	28.68%	28.73%	11.94%	19.02%

IDEA Part B Missouri and United States Percent of Students Ages 6-21 Served in Different Educational Environments						
School Year	Outside Regular Class <21%		Outside Regular Class 21-60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
2000-2001	53.17%	46.45%	30.87%	29.84%	12.58%	19.55%
2001-2002	54.16%	48.44%	30.32%	28.29%	12.27%	19.23%
2002-2003	55.97%	48.22%	28.68%	28.73%	11.94%	19.02%



	Outside Regular Education <21%	Outside Regular Education 21-60%	Outside Regular Education >60%
2000-2001	53.17%	30.87%	12.58%
2001-2002	54.16%	30.32%	12.27%
2002-2003	55.97%	28.68%	11.94%



	LD	SP	MR	ED	MD	HI	OI	OHI	V I	AU	DB	TBI	YCDD
2000-2001	52.26%	87.45%	6.20%	35.37%	10.34%	44.76%	47.36%	54.63%	48.09%	29.04%	10.00%	29.46%	0.00%
2001-2002	52.81%	89.23%	6.32%	36.08%	9.40%	43.22%	46.71%	54.53%	45.73%	30.11%	8.57%	33.80%	66.30%
2002-2003	54.41%	91.39%	6.00%	36.83%	10.88%	46.14%	50.08%	53.21%	50.40%	29.64%	12.50%	31.67%	75.94%

Source of School Age Data:

- IDEA Part B Educational Environment (2002),Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_ab2.xls as of 02/18/04.
- IDEA Part B Educational Environment (2001),Table ABB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_abb2.xls as of 02/18/04.
- IDEA Part B Educational Environment (2000),Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables25th/ar_ab2.xls as of 02/18/04.

Notes: United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.

Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Outside Regular Class <21%, Outside Regular Class 21-60%, Outside Regular Class >60%, Public Separate Facility, Private Separate Facility, Public Residential Facility, Private Residential Facility, and Homebound/Hospital

School Age Data (Students Ages 6-21):

Data suggest Missouri demonstrates many positive aspects with regard to educating students ages 6-21 in more inclusive environments. For purposes of this analysis, educational environments relative to Outside Regular Education were compared to determine progress or slippage in ensuring students are educated in the least restrictive environment.

Comparison of Trends – IDEA Part B - Students Ages 6-21:

Three Year Cumulative:

- Missouri's Outside Regular Education <21% percent increased by 2.80%
- Missouri's Outside Regular Education 21% to 60 percent decreased by 2.19%
- Missouri's Outside Regular Education <60% percent decreased slightly by 0.64%.

In school year 2002-2003:

- Missouri's Outside Regular Education <21% percent was 7.75% higher than the United States and has remained higher for three consecutive years.
- Missouri's Outside Regular Education 21% to 60% percent was comparable to the United States and has been comparable for three consecutive years.
- Missouri's Outside Regular Education <60% percent was 7.08% lower than the United States and has remained lower for three consecutive years.

Resultantly, movement in these educational environments has been in the direction of less restrictive environments for students ages 6-21. Overall, Missouri compares favorably to the United States.

Disability Categories - Comparison of Trends – Missouri (IDEA Part B - Students Ages 6-21):

With respect to comparing Missouri trends in individual disability categories, the greatest improvements in placements Outside Regular Education <21% were in the disability categories of Learning Disabilities and Speech/Language. Cumulatively over a three year period, Learning Disabilities increased 2.15% and Speech/Language increased 3.94%. Since both of these categories represent the highest incidence rates in Missouri, when compared to all other disability categories, marked improvements in either represent gains in educating students with disabilities with non-disabled peers.

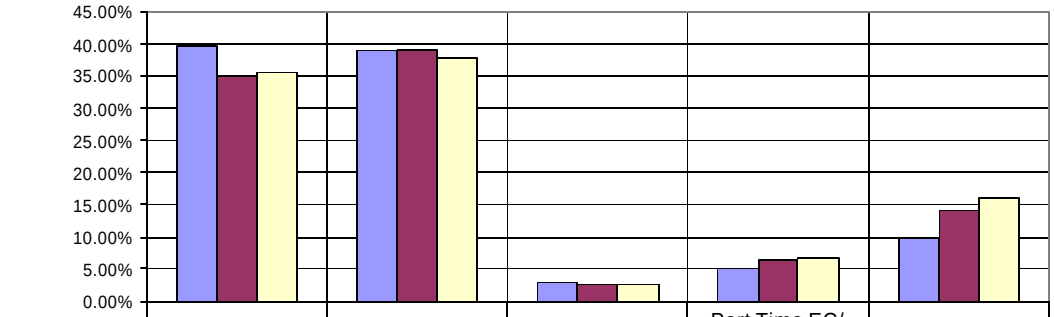
Early Childhood Data (Students Ages 3-5):

IDEA Part B
Percent of Students Ages 3-5 Served in Different Educational Environments by Disability
2002-2003 School Year

Disability Category	Early Childhood Setting		Early Childhoood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	65.63%	44.05%	9.38%	27.73%	0.00%	1.42%	21.88%	20.43%	2.08%	3.52%
Speech/Language Impairment	68.70%	41.81%	7.06%	22.05%	0.68%	1.44%	5.29%	15.00%	18.06%	17.96%
Mental Retardation	12.90%	20.32%	48.39%	52.36%	0.00%	2.64%	25.27%	12.71%	1.08%	2.55%
Emotional Disturbance	45.95%	26.26%	24.32%	41.67%	0.00%	3.08%	21.62%	16.02%	0.00%	3.15%
Multidisabled	12.82%	20.92%	64.10%	48.22%	5.13%	4.81%	2.56%	9.26%	7.69%	1.82%
Hearing Impairment	23.19%	23.39%	36.23%	41.96%	0.00%	2.90%	10.14%	16.85%	1.45%	3.16%
Orthopedic Impairment	62.50%	31.22%	27.08%	40.84%	4.17%	2.93%	4.17%	14.79%	0.00%	3.01%
Other Health Impairment	43.28%	24.82%	27.61%	46.64%	3.73%	4.55%	20.15%	17.76%	2.24%	3.13%
Visual Impairmant	30.77%	27.25%	34.62%	36.50%	3.85%	5.98%	15.38%	16.86%	0.00%	2.88%
Autism	20.14%	24.47%	57.55%	49.47%	2.88%	2.09%	15.11%	15.21%	1.44%	1.19%
Deaf/Blindness	0.00%	30.95%	0.00%	30.56%	0.00%	3.17%	100.00%	13.49%	0.00%	0.79%
Traumatic Brain Injury	16.67%	33.09%	50.00%	34.02%	0.00%	3.31%	16.67%	16.24%	0.00%	1.76%
Young Child with Dev. Delay	20.73%	30.51%	51.76%	40.08%	3.61%	5.33%	6.58%	15.04%	16.30%	2.51%
All	35.56%	35.39%	37.77%	32.04%	2.64%	3.06%	6.84%	15.08%	16.00%	10.00%

IDEA Part B
Missouri and United States
Percent of Students Ages 3-5 Served in Different Educational Environments

School Year	Early Childhood Setting		Early Childhoood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
2000-2001	39.63%	35.86%	38.83%	31.36%	2.91%	3.00%	5.08%	15.15%	9.82%	9.65%
2001-2002	34.99%	36.87%	39.19%	31.38%	2.50%	3.08%	6.60%	14.21%	14.26%	9.53%
2002-2003	35.56%	35.39%	37.77%	32.04%	2.64%	3.06%	6.84%	15.08%	16.00%	10.00%



	EC Setting	EC Spec Ed Setting	Home	Part Time EC/ Part Time Spec Ed Setting	Itinerant Services Outside Home
2000-2001	39.63%	38.83%	2.91%	5.08%	9.82%
2001-2002	34.99%	39.19%	2.50%	6.60%	14.26%
2002-2003	35.56%	37.77%	2.64%	6.84%	16.00%

Source of Early Childhood Data:

- IDEA Part B Educational Environment (2002),Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at ttp://www.ideadata.org/tables26th/ar_ab2.xls as 02/20/04.
- IDEA Part B Educational Environment (2001),Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_abb1.xls as 02/20/04.
- IDEA Part B Educational Environment (2000),Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables25th/ar_ab1.xls as 02/20/04.

Notes:

- United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.
- In the State of Missouri, preschool is not mandatory, but districts must provide Early Childhood Special Education Services to families who qualify for and want them.

Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Early Childhood Setting, Early Childhood Special Education Setting, Home, Part Time Early Childhood/Part Time Early Childhood Special Education Setting, Residential Facility, Separate School and Itinerant Services Outside Home

Early Childhood Data (Students Ages 3-5):

Data suggest Missouri demonstrates some progress with regard to educating children ages 3-5 in more inclusive environments. For this analysis, Early Childhood Settings, Early Childhood Special Education Settings and Itinerant Services Outside Home educational environments were compared to determine progress or slippage in ensuring children ages 3-5 are educated in the least restrictive environments.

Comparison of Trends – IDEA Part B - Students Ages 3-5:

Three Year Cumulative:

- Missouri's Early Childhood Settings percent decreased by 4.07%. It should be noted that from 2001-2002 to 2002-2003 the percent change was a decrease of 0.57% thus the significant decrease occurred from 2000-2001 to 2001-2002 (i.e. a 4.64% decrease).
- Missouri's Early Childhood Special Education Settings percent decreased by 1.06%
- Missouri's Itinerant Services Outside Home percent increased by 6.18%

In school year 2002-2003:

- Missouri's Early Childhood Settings percent was comparable to the United States (i.e. only 0.17% higher). However, it was not consistent the two previous years. In 2000-2001, it was 3.77% higher and in 2001-2002 it was 1.88% lower.
- Missouri's Early Childhood Special Education Settings percent was 5.73% higher than the United States and has been higher for three consecutive years. However, this gap has decreased over the past three years by 1.74%.
- Missouri's Itinerant Services Outside Home percent was 6.00% higher than the United States and has remained higher for three consecutive years.

Resultantly, the respective decrease of 1.06% in placements in Early Childhood Special Education Settings indicates some minimal progress with respect to children ages 3-5 as this placement can be considered more restrictive and thus less inclusive. An increase in Itinerant Services Outside the Home is also indicative of some progress as it is more inclusive. However, placements in Early Childhood Settings have decreased indicating some slippage has occurred with respect to educating children ages 3-5 in this more inclusive environment.

Monitoring Data:

Special Education and Related Services 6 -- Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	32	7	1	1		34.0%
2002-2003	92	33	33				35.9%

Special Education and Related Services 7 -- The IEP provides for involvement and progress in the general curriculum.

Indicator B 107030 - Demonstrate involvement in general curriculum

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	4	0	0			4.3%
2002-2003	99	5	5				5.1%

Least Restrictive Environment 1 -- Regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	37	8	2	2		38.9%
2002-2003	99	41	11	2	2		41.4%

Indicator B 105300 - Child's regular education teachers(s) involved in individualized education program (IEP)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	13	1	0			13.7%
2002-2003	96	5	5				5.2%

Indicator NR 300200 -- The agency's regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	88	1	0	0			1.1%

Least Restrictive Environment 2 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

Indicator Perf 200200 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	38					37.6%
2002-2003	94	34					36.2%

Indicator Perf 200210 -- The percentage of ECSE children with disabilities served at each point of the placement continuum is comparable to statewide averages.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	81	24					29.6%

Least Restrictive Environment 3 -- The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						0.0%
2002-2003	94	17					18.1%

Least Restrictive Environment 4 -- Placement options along the continuum are made available to the extent necessary to implement each child's IEP, including community-based options for preschool children.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	22	5	1	1		21.8%
2002-2003	99	33	32	1	1		33.3%

Indicator B 107800 -- Extent of non-participation in regular education

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	6	2	0			6.7%
2002-2003	96	20	19	0			20.8%

Indicator B 109200 -- Placement decisions:

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	11	2	0			11.8%
2002-2003	96	6	5	0			6.3%

Indicator B 109230 -- Based on continuum of alternative options:

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	13	1	1				7.7%
2002-2003	96	4	3	0			4.2%

Indicator B 109240 -- Based on the IEP with consideration of regular education classroom with supplementary aids and services

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	5	1	0			5.3%
2002-2003	96	4	3	0			4.2%

Least Restrictive Environment 4 (continued from previous page)

Indicator B 109260 -- As close as possible to the child's home and in school she/he would attend if nondisabled

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	5	0	0			5.4%
2002-2003	92	0					0.0%

Indicator Inte 308400 -- Results of interview indicate students with IEPS are placed in the least restrictive environment.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	40	7	3	1	1		17.5%
2002-2003	42	9	8	1	1		21.4%

Least Restrictive Environment 5 -- Children with disabilities participate with non-disabled children in the full range of programs and services available in the district

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	12	2	0			21.8%
2002-2003	99	9	1	8			9.1%

Indicator B 108000 -- Addresses participation in program options, nonacademic and extracurricular services and activities

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	2	0	0			2.1%
2002-2003	96	2	2				2.1%

Indicator B 108800 - Special Education and related services are provided in accordance with the IEP

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	15	1	0			16.0%
2002-2003	95	7	7				7.4%

Least Restrictive Environment 5 (continued from previous page)
Indicator B 109250 -- Consideration of integration to maximum extent appropriate

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	13	0					0.0%
2002-2003	96	2	2				2.1%

Least Restrictive Environment 6 -- Related services are provided in a variety of settings, including the regular classroom where appropriate

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	80	16	2	1	1		20.0%
2002-2003	73	0					0.0%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

Data suggest improvements with regard to access to the general curriculum as indicated by decreases in the percents of districts reviewed out of compliance for indicators relative to Special Education and Related Services. Most districts have IEPs that demonstrate involvement in the general curriculum and most districts have regular educators involved with the IEPs. A relatively high percent of districts are called out on the percent of children served at each point of the continuum, but that is to be expected because the cut point is set at about the statewide average.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. In order to merit a "Met" call on district monitoring standards for 2002-2003, the following conditions needed to be met:

- school-age incidence rates to be within +/- 2% for the corresponding statewide rates
- the percent of preschoolers served in early childhood special education to be between 2% and 8%
- the percent of special education students in regular class to be greater than 50%
- the percent of special education students in self-contained settings to be less than 15%
- the percent of early childhood special education students in ECSE settings to be less than 50%
- the percent in self-contained settings is less than 10% higher than the statewide averages for any category of disability

These conditions are not considered targets; rather they are minimum acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The Division developed and provided training to facilitate least restrictive environment placements. Professional Development Trainings conducted during 2002-2003 are found in the table below. LRE continues to be a focus area for monitoring. Placements in Early Childhood Settings decreased indicating some slippage. The Division is presently exploring the possibility of requiring districts using more restrictive placements to attend Early Childhood Special Education LRE training.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers
Least Restrictive Environment in K-12	9	18	133	Majority of participants were special education teachers

4. Projected Targets:

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum.
- Additional targets are included in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:
See also GS.V

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets (5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.3.1 BF.V BF.I BF.IV	A) Develop and implement professional development training curriculum on access to the general education classroom such as: • Differentiated instruction • Problem solving for high quality interventions • Quality eligibility determinations • PBS • Curriculum based measurement • K-12 LRE • ECSE LRE • MGO • Self-Determination • Differentiated Instruction for Vocational Education (K-4)	*2.3.1.1* Curriculum developed *2.3.1.2* Coordinated plan developed for training general educators with Title I, Leadership Academy, accelerated schools and RPDC *2.3.1.3* Regional, RPDC and in- district trainers identified. *2.3.1.4* Train the Trainer sessions conducted or RPDC consultants, Regional Trainers and In-district trainers. *2.3.1.5* Credential RPDC and regional trainers *2.3.1.6* Training in the nine RPDC regions and medium/large districts conducted *2.3.1.7* Impact of the training evaluated	• Web based software implemented • Distribute the special education district profile to LEAs via the web. • Placement rates indicate time spent outside regular education class is minimized	**Timelines:** **2003-2004** **Development of curriculum** 2004-2005 Coordinated plan **Resources:** Section Responsibility: Effective Practices Compliance RPDC Consultants Funding Type: Part B SIG
2.3.2 BF.V BF.IV	B) Embed content of the curriculum in pre-service education coursework	*2.3.2.1* Meeting convened with IHE representatives *2.3.2.2* Workgroup convened to develop strategies and timelines Appropriate areas in existing areas identified to embed strategies	• Pre-service education coursework includes information on students with disabilities	**Timelines:** 2004-2005 Develop and plan timelines 2003-2004 Meet with IHE reps and train on seven curriculums **Resources:** Section Responsibility: Effective Practices Funding Type: Part B SIG

BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

This is a new area of focus established by the Office of Special Education Programs in January of 2004 and data are currently limited to the School Entry Profile.

The School Entry Profile is an assessment instrument used to rate the school readiness of students from a random sample (10%) of Missouri public elementary districts and schools. All kindergarten teachers in sample schools are trained to rate all the children in their classrooms including children with disabilities. However, the children with disabilities rated as part of this assessment cannot be considered representative due to sampling methodology based on types of schools represented, not students. Consequently, analysis of data provided by this instrument and the conclusions or generalizations drawn thereof must be placed in the appropriate context.

The School Entry Profile consists of 65 ratings items that reflect entry-level skills, knowledge, behaviors, and dispositions in seven areas of development. Areas identified include symbolic development, communication, mathematical/physical knowledge, working with others, learning to learn, physical development, and conventional knowledge. Items for the symbolic development, communication, mathematical/physical knowledge, working with others, and learning to learn domains are assessed with a three-point scale: *almost always*, *occasionally/sometimes*, and *not yet/almost never*. Items comprising the physical development and conventional knowledge domains are scored *yes* and *no*. Raw scores are converted to standard scores with a mean of 100 and a standard deviation of 15.

Additionally, parents complete a Parent/Guardian Survey about their children. This survey provides data about children's health, education, and home literacy experiences prior to kindergarten. The *Parent/Guardian Survey* obtains information from parents on health issues, the child's participation in programs or pre-school attendance, and the frequency of home literacy activities. Parents indicate whether their child had experienced or participated in each of the following prior to kindergarten: Parents as Teachers (PAT), First Steps, Early Childhood Special Education, Early Head Start, Head Start, public pre-school, private pre-school, child care at a center, parent care at own home, child care at own home, and child care at another private home. Additionally, for each experience, parents indicate the length of the child's participation (less than one year, 1-2 years, or more than 2 years) and whether pre-school and child care experiences were in licensed or accredited facilities.

School Entry Profile results for children with disabilities (subset of the sample of all students) were as follows:

School Entry Profile Standard Scores														
	Fall 1998			Fall 1999			Fall 2000			Fall 2002			Comparison of Differences	
Readiness Scales	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	Average Difference All Years Assessed	Average Difference 2000 and 2002
Symbolic Development	95.2	98.1	2.9	97.2	95.7	-1.5	96.9	95.4	-1.5	96.1	97.7	1.6	0.4	0.1
Communication	95.0	99.3	4.3	96.8	95.7	-1.1	96.0	95.9	-0.1	94.7	96.5	1.8	1.2	0.9
Mathematical/Physical Knowledge	95.1	101.4	6.3	96.8	96.0	-0.8	95.1	96.1	1.0	94.7	98.5	3.8	2.6	2.4
Working with Others	95.3	99.4	4.1	98.3	99.2	0.9	95.5	96.1	0.6	96.2	98.0	1.8	1.9	1.2
Learning to Learn	95.1	99.6	4.5	97.9	95.6	-2.3	96.0	95.8	-0.2	94.3	97.0	2.7	1.2	1.3
Conventional Knowledge	94.8	99.3	4.5	96.5	96.5	0.0	97.1	96.8	-0.3	94.9	99.5	4.6	2.2	2.2
Preparation for Kindergarten	95.5	99.9	4.4	96.9	97.5	0.6	96.3	98.8	2.5	95.5	99.9	4.4	3.0	3.5
	N=334	N=42	-	N=195	N=46	-	N=353	N=118	-	N=349	N=93	-	-	-

Source: Missouri Department of Elementary and Secondary Education - School Entry Assessment Project Report of Findings for 1999, 2000, and 2002.

Notes:

- The School Entry Profile was not conducted in 2001.
- The mean standardized scale score is 100 with a standard deviation of 15.
- All IEP are all the children with identified disabilities attending kindergarten in the sample districts/schools.
- Spec. Ed. Services plus PAT & Pre-School are the children with identified disabilities attending kindergarten in the sample district/school who participated in the following pre-kindergarten experiences: Special Education (First Steps, Early Childhood Special Education, etc.), Parents as Teachers (PAT), and pre-school (public or private).

Formulas: Readiness Scale Difference = Spec. Ed. Services plus PAT & Pre-School Readiness Scale Standard Score – All IEP Readiness Scale Standard Score

School Entry Profile - Comparison of Trends:

Of the students assessed:

- All seven Readiness Scales for All IEP and Special Education Services plus PAT and Pre-school were within one standard deviation of the mean, i.e. standard scores were greater than 85 and less than 115.
- All seven areas of development for All IEP and Special Education Services plus PAT and Pre-school were below the mean with the exception of Mathematical/Physical Knowledge in 1998 which was slightly above the mean.
- In each year assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School received higher scores in Working with Others and Preparation for Kindergarten than All IEP.
- Based on the average differences of all seven areas assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School obtained higher standard scores than All IEP in all seven areas of development

Resultantly, of the small sample of children with disabilities who were rated, data suggests those with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School, exhibited greater levels of school readiness in all seven areas of development. Additionally, scores of this sample grouping increased the last two assessment years (2000 and 2002) suggesting improvements in school readiness from special education and related services combined with PAT and pre-school. However, it should be noted that these data represent only a fraction of pre-school children with disabilities in the State of Missouri.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year.

3. Explanation of Progress or Slippage for reporting period July 1, 2002 through June 30, 2003):

Limited data make it difficult to draw conclusions. Slight improvements may be due to less restrictive placements and participation in Early Childhood Special Education along with other preschool experiences.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers

4. Projected Targets:

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children.
- Continue to increase the performance level of children who receive special education and related services prior to age 5.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.6.1 BF.VI BP BF.IV BF.V	A) Establish ongoing dialogue among personnel at DESE (Early childhood, Title I, Special Education) and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities. • Incorporating Missouri Pre-K standards in IEPs • Establishment of a Born to Learn vs. Ready to Learn philosophy. • Increased technical assistance on ECSE LRE • Research-based practices identified and disseminated	*2.6.1.1* Stakeholders identified *2.6.1.2* Guidance developed *2.6.1.3* Policies reviewed and revised *2.6.1.4* Best Practices disseminated	• Policies that reflect integration of EC and ECSE with a focus on improved achievement	**Timelines:** Begin activity during the 2004-05 school year and develop timelines at that time. **Resources:** Section Responsibility: Effective Practices Funding Type: Part B funds
2.6.2 BF.VI BP GS.II BF.IV BF.V	B) Analyze the existing data regarding ECSE to determine the impact of ECSE services on achievement. • School Entry Profile • LRE • ECSE applications • Compliance monitoring	*2.6.2.1* Data Collected *2.6.2.2* Data Implemented *2.6.2.3* Plan with recommendations developed	• Impact of ECSE services on achievement is determined based on data analyses.	**Timelines:** Begin activity during the 2004-05 school year and develop timelines at that time **Resources:** Section Responsibility: Effective Practices Data Coordination Compliance Funding Type: Part B funds

Cluster Area V: Secondary Transition (BT)

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goals (for reporting period July 1, 2002 through June 30, 2003):

- The percentage of students with disabilities employed or enrolled in continuing education six months post-vocational training will increase or be maintained at a high level.*
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation will increase or be maintained at a high level.*

State Goals Established during Improvement Planning (submitted July 1, 2003)

- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.*
- Increased incentives for administrators to promote the provision of appropriate and effective transition programming to improve post-secondary outcomes of students with disabilities.
- Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.*
- Increased collaboration among agencies that provide services to students with disabilities to improve post-secondary outcomes of students with disabilities.
- The Department of Elementary and Secondary Education (DESE) will collaborate with Institutes of Higher Education (IHE) to develop appropriate course content for new and existing teachers to improve post-secondary outcomes of students with disabilities.
- Dissemination system available for current/new practices and information on secondary transition to improve post-secondary outcomes of students with disabilities.

*Also goal/indicator for students who are non-disabled

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- The percentage of students with disabilities employed or enrolled in continuing education six months post-vocational training.
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation.

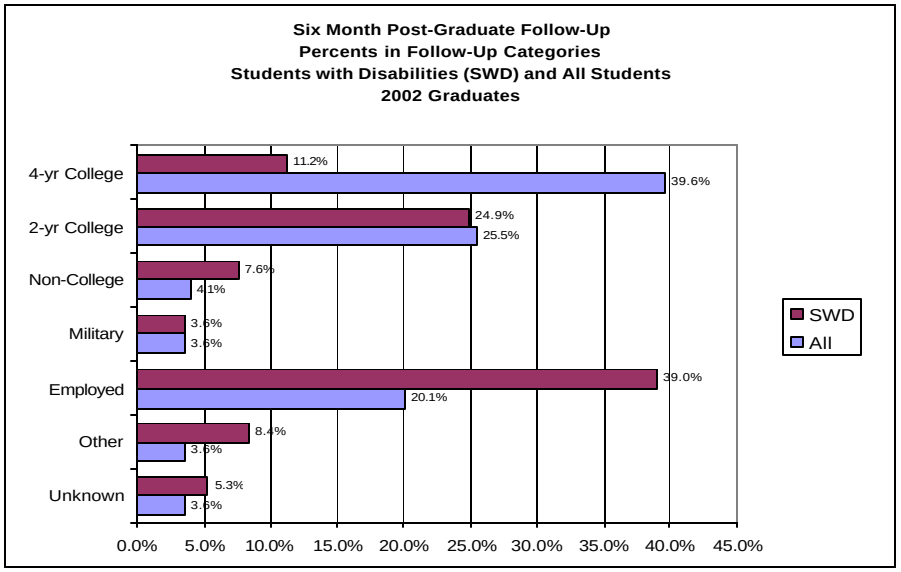
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

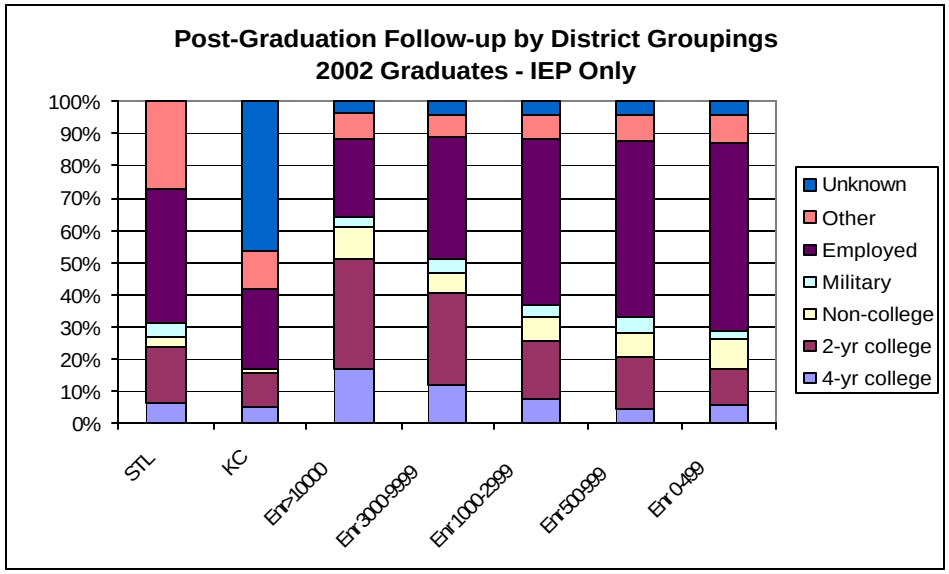
Six Month Post-Graduate Follow-Up															
	2000 Graduates					2001 Graduates					2002 Graduates				
Follow-Up Categories	Students with Disabilities		All Students		Diff	Students with Disabilities		All Students		Diff	Students with Disabilities		All Students		Diff
Continuing Education Categories	#	%	#	%	%	#	%	#	%	%	#	%	#	%	%
4 - Year College	427	11.9%	23,629	39.4%	*-27.5%*	479	12.2%	21,386	40.0%	*-27.8%*	505	11.2%	21,574	39.6%	*-28.3%*
2 - Year College	743	20.7%	13,856	23.1%	*-2.4%*	906	23.2%	13,331	24.9%	*-1.8%*	1,117	24.9%	13,898	25.5%	*-0.6%*
Non - College	255	7.1%	2,516	4.2%	*2.9%*	269	6.9%	2,135	4.0%	*2.9%*	341	7.6%	2,212	4.1%	*3.5%*
Total Continuing Education	1,425	39.6%	40,001	66.7%	*-27.0%*	1,654	42.3%	36,852	69.0%	*-26.7%*	1,963	43.7%	37,684	69.1%	*-25.4%*
Employed Categories															
Military	116	3.2%	2,267	3.8%	*-0.6%*	114	2.9%	1,944	3.6%	*-0.7%*	160	3.6%	1,974	3.6%	*-0.1%*
Employment	1,661	46.2%	13,257	22.1%	*24.1%*	1,645	42.1%	11,425	21.4%	*20.7%*	1,749	39.0%	10,953	20.1%	*18.9%*
Total Employed Categories	1,777	49.4%	15,524	25.9%	*23.5%*	1,759	45.0%	13,369	25.0%	*19.9%*	1,909	42.5%	12,927	23.7%	*18.8%*
Total Employed and Continuing Education	3,202	89.1%	55,525	92.6%	*-3.5%*	3,413	87.2%	50,221	94.0%	*-6.7%*	3,872	86.2%	50,611	92.8%	*-6.6%*
Other	393	10.9%	4,460	7.4%	*3.5%*	473	12.1%	3,031	5.7%	*6.4%*	378	8.4%	1,957	3.6%	*4.8%*
Unknown/Unable to Locate[1]						26	0.7%	180	0.34%	*0.3%*	240	5.3%	1,972	3.6%	*1.7%*
Total All Categories[2]	3,595	100.0%	59,985	100.0%	NA	3,912	100.0%	53,432	100.0%	NA	4,490	100.0%	54,540	100.0%	NA
Total Graduates	4,451					4,880					5,285				
Percent Follow-up Reported[3]		80.8%					80.2%					85.0%			
Percent Employed or Continuing Education[4]		71.9%					69.9%					73.3%			

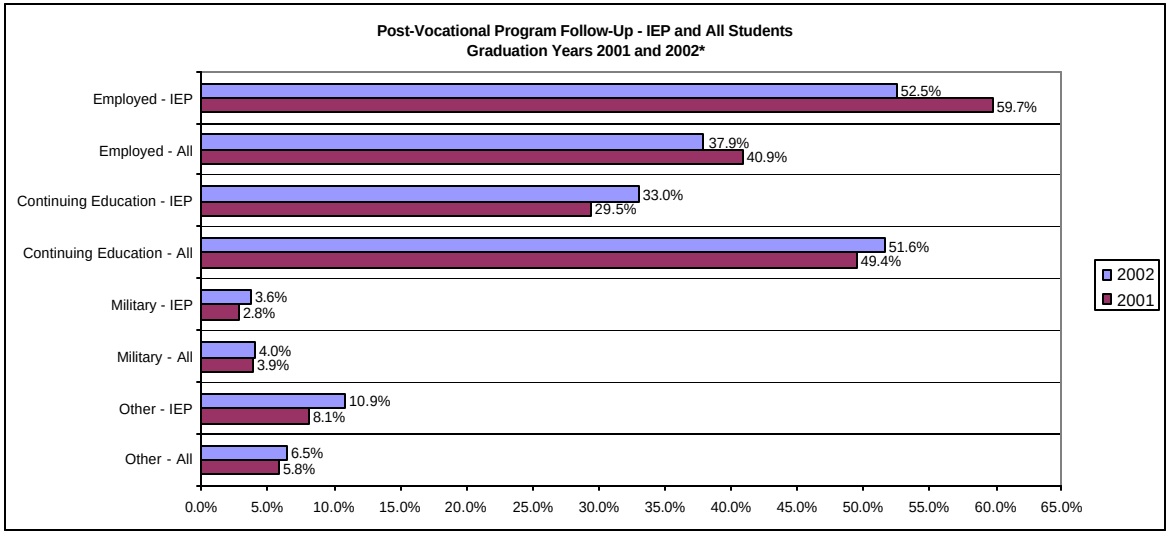
Source: Screen 8 of Core Data Collection System as of 02/26/04.

Notes:

1. Unknown/Unable to locate category was a new category for 2001 graduate follow-up.
2. Percents based on total number of graduates with follow-up reported.
3. Percents = Total of All Follow-up Categories / Total Graduates
4. Percents = Total Employed or Continuing Education / Total Graduates


Six Month Post-Graduate Follow-Up
Percents in Follow-Up Categories
Students with Disabilities (SWD) and All Students
2002 Graduates
4-yr College
2-yr College
Non-College
Military
Employed
Other
Unknown
11.2%
39.6%
24.9%
25.5%
7.6%
4.1%
3.6%
3.6%
39.0%
20.1%
8.4%
3.6%
5.3%
3.6%
SWD
All
0.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0% 45.0%


Post-Graduation Follow-up by District Groupings
2002 Graduates - IEP Only
100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%
STL
KC
Enr>10000
Enr3000-9999
Enr1000-2999
Enr500-999
Enr0-499
Unknown
Other
Employed
Military
Non-college
2-yr college
4-yr college


Post-Vocational Program Follow-Up - IEP and All Students
Graduation Years 2001 and 2002*
Employed - IEP
52.5%
59.7%
Employed - All
37.9%
40.9%
Continuing Education - IEP
33.0%
29.5%
Continuing Education - All
51.6%
49.4%
Military - IEP
3.6%
2.8%
Military - All
4.0%
3.9%
Other - IEP
10.9%
8.1%
Other - All
6.5%
5.8%
2002
2001
0.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0% 45.0% 50.0% 55.0% 60.0% 65.0%

Monitoring Data:

Secondary Transition 1 -- The district identifies and makes available a variety of appropriate community work opportunities for children with disabilities.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	1	0	0			1.1%
2002-2003	71	3	3				4.2%

Secondary Transition 2 -- The percentage of students with disabilities employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	71	18					25.4%
2002-2003	71	25					35.2%

Secondary Transition 5 -- Children with disabilities beginning at age fourteen, have IEPs that focus on a course of study related to transition objectives.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	21	1	6	6		22.6%
2002-2003	94	38	37	1	1		40.4%

Indicator B 106700 - A statement of needed transition services on IEP beginning at age fourteen

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	21	4	6	6		23.3%
2002-2003	87	34	34				39.1%

Secondary Transition 5 (continued from previous page)

Indicator B 106710 -- Addresses anticipated post-secondary goals of career choices

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	14	1	5	5		15.7%
2002-2003	87	20	20				23.0%

Indicator B 106720 -- Includes the proposed courses related to the post-secondary goal(s)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	19	3	6	6		21.3%
2002-2003	87	31	31				35.6%

Indicator Inte 307500 -- Results of interview indicate district staff DID have an overall understanding of transition services.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	37	2	0	0			5.4%
2002-2003	38	5	4	1	1		13.2%

Secondary Transition 6 -- Children age fourteen+ participate in meetings related to transition planning activities.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	15	1	1	1		16.7%
2002-2003	88	11	11				12.5%

Secondary Transition 7 -- Children with disabilities, beginning at age sixteen, have IEPs that coordinate instruction (including related services, community and employment experiences, adult living objectives, and linkages with other service providers of agencies as determined appropriate to meet the post-secondary goals of the student.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	15	2	4	4		16.9%
2002-2003	73	22	22				30.1%

Indicator B 106800 -- A statement of the needed transition services (age 16+)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	82	13	2	4	4		15.9%
2002-2003	73	17	17				23.3%

Indicator B 106810 -- Addresses needed transition services in one or more areas

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	82	11	1	3	3		13.4%
2002-2003	73	13	13				17.8%

Indicator B 106820 -- Addresses a coordinated set of activities

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	82	11	1	3	3		13.4%
2002-2003	73	16	16				21.9%

Indicator B 106900 - IEP includes a statement of the interagency responsibilities or needed linkages related to transition services (age 16+)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	78	5	2	1	1		6.4%
2002-2003	69	15	15				21.7%

Secondary Transition 9 --The district involves other agencies in transition planning.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	85	2	2				2.4%

Secondary Transition 11 -- Students with disabilities have access to academic/vocational courses with appropriate supports and accommodations.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	37	31	30	1	1		83.8%
2002-2003	31	0					0.0%

Procedural Safeguards 4 -- Parents and children with disabilities are informed of the transfer of parental rights, when appropriate.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	72	13	0	2	2		18.1%
2002-2003	79	18	18				22.8%

Indicator A 103900 -- Notification of the transfer of parental rights at the age of majority.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						0.0%
2002-2003	74	1	1				1.4%

Indicator B 106600 - Child informed of the transfer of rights by the seventeenth birthday

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	72	15	0	2	2		20.8%
2002-2003	61	18	18				29.5%

Special Education and Related Services 12 -- Parents and children with disabilities are involved, when appropriate, in the IEP (including transition planning).
Indicator B 104520 – If purpose includes transition, students 14 years and up are invited

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	13	4	0			14.4%
2002-2003	85	16	16				18.8%

Least Restrictive Environment 1 – Regular and Special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.
Indicator B 105200 – Attendance at the IEP meeting of the team participants includes representative of the public agency

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	4	1	0			4.2%
2002-2003	96	3	3				3.1%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

Data show that the majority of students with disabilities who graduate are employed or continuing education six months post-graduation. The largest percentage is employed, but a similar percentage is continuing their education in either four-year college, two-year college or non-college programs. While the largest percentages of students with disabilities are in employment situations, the largest percentage of all students is enrolled in continuing education. Interesting differences in post-graduation activities are seen when data are disaggregated by district size. As districts decrease in size the percentage of graduates who are employed increases while the percentage of graduates who are continuing education decreases. This suggests that issues surrounding transition and post-secondary outcomes are not the same in all parts of the state, but rather that data analysis is needed at the district level to determine the root causes of poor or limited post secondary outcomes.

Post-vocational program follow-up shows similar trends as the post-graduation follow-up data. More students with disabilities tend to be employed while a larger proportion of all students are continuing their education.

Monitoring data show variability in the percent of districts out of compliance at initial review. Given the aforementioned with regard to variability by district size, further data collection for root cause analysis at the district level should allow for more conclusive determinations.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the improvement plan which was submitted in July 2003. In order to merit a “Met” call on district performance standards for 2002-2003, the following conditions needed to be met:

- Increasing trend with a minimum percentage of graduates employed or continuing education of 75%

This standard is not considered to be a target; rather it is a minimum acceptable level

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):
Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing post-secondary outcomes for students with disabilities was selected as a priority area by the Part B Steering Committee. A committee of stakeholders met for two two-day sessions in April 2003. This committee worked through a root cause analysis and identified strategies and activities that would increase post-secondary outcomes for students with disabilities. These activities began during the 2003-2004 school year.

The following table describes professional development that is tied to secondary transition. Special education consultants at the RPDCs will be working with selected districts on analyzing data in order to determine what professional development would result in the best improvement in outcomes for students with disabilities.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Measurable Goals and Objectives	37	176	1081	Majority of participants were special education teachers
Secondary Transition Symposium	1 two-day training	157	394	In addition to LEAs, participants represented Vocational Rehabilitation, Community Rehabilitation Program (CRP)/Supported Employment Service Provider (SESP), Centers for Independent Living and Vocational-Technical programs.

4. Projected Targets (for next reporting period July 1, 2003 through June 30, 2004 and on going):

Benchmarks and Targets were established in Missouri's Improvement Plan. A specific benchmark was not identified for the 2003-2004 school year, however, progress will be assessed by determining progress towards the 2005 benchmark.

Percentage of Graduates with Disabilities who are employed or continuing education six-months post-graduation

Year	IEP Students
2005	84.6% Benchmark
2008	90.0% Target

Source: Missouri Special Education Improvement Plan, July 2003
Notes: Based on percent of total graduates

Additional benchmarks for future activities are included below.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.1.1 BF.II BT	A) Develop and implement professional development curriculum for Regional Professional Development Center consultants, regional trainers and in-district consultants on Self-Determination for students with disabilities and Differentiating Instruction for vocational educators.	*3.1.1.1* Curriculum developed *3.1.1.2* Coordinated plan for training vocational teachers, Special and General Education staff *3.1.1.3* Regional, RPDC and in-district trainers identified *3.1.1.4* Teacher training sessions concluded *3.1.1.5* RPDC and Regional trainers credentialed *3.1.1.6* Training in the nine RPDC regions conducted. *3.1.1.7* Impact of training evaluated *3.1.1.8* Content expanded	• Follow up surveys with participants indicate Self-Determination Curricula is in place. • Increase number of students with disabilities in vocational schools. • Appropriate goals and benchmarks included in IEPs.	**Timelines:** **2003-2004** **Trainers Trained** **2003-2004** **Initial training developed** 2004-2005 Training conducted **Resources:** <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG
3.1.2 BF.II BT	B) Collaborate with Division of Vocational and Adult Education and local school district counselors to increase awareness of agency services that can assist educators to provide appropriate programming for students with disabilities.	*3.1.2.1* Meeting convened to identify agency services available *3.1.2.2* Dissemination system developed that includes a variety of medias. *3.1.2.3* Marketing system developed	• Educators are aware of services available from Vocational and Adult Education	**Timelines:** July 2005 Information disseminated **Resources:** <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.1.3 BP BF.II BT	C) Develop and implement professional development curriculum on student directed IEPs for educators, families and students.	*3.1.3.1* Appropriate content adapted and developed *3.1.3.2* Plan developed to address content to teachers, families and students *3.1.3.3* Training delivered	• Teachers, families, students report increased participation in IEPs. • Teachers, families, students report increased satisfaction with IEPs.	**Timelines:** 2004-2005 Development 2005-2006 Implementation **Resources:** Section Responsibility: Effective Practices Funding Type: Part B
3.1.4 GS.II BP BF.II BT GS.V	D) Identify additional areas for training by using existing data	*3.1.4.1* Improvement planning strategies, focus groups and family surveys reviewed. *3.1.4.2* Priority areas identified *3.1.4.3* Training delivered on identified areas	• Trainings have been delivered based on needs identified from data	**Timelines:** 2004-2005 Develop priorities 2005-2006 Develop Training 2006-2007 Implementation **Resources:** Section Responsibility: Effective Practices Data Coordination Funding Type: Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.2.1 GS.II BF.II BT	A) Develop and implement a system of incentives for Local Education Agencies based on performance of students with disabilities.	Options reviewed for 1) Creating incentives such as: *3.2.1.1* District Rankings *3.2.1.2* Waivers *3.2.1.3* Distinction Lists *3.2.1.4* Process developed for implementation of system *3.2.1.5* Implementation of system with 4th cycle MSIP	• Local Education Agencies (LEAs) have incentive available to them based on performance.	**Timelines:** **2003-2005** **Development** July 2005 Dissemination July 2006 Implementation (4th cycle MSIP) **Resources:** Section Responsibility: Effective Practices Data Coordination Compliance Funding Type: Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.2.2 GS.II BF.II BT	B) Develop and implement a system for targeted technical assistance for districts needing to improve transition outcome data.	*3.2.2.1* Criteria developed to identify buildings *3.2.2.2* Transition performance data utilized to link districts to best practices information *3.2.2.3* Professional development activities aligned to performance goals *3.2.2.4* RPDC consultants trained to provide targeted technical assistance	• Districts have access to technical assistance in using transition data for improving transition outcomes. • Monitor results indicate no areas of non-compliance in Transition standards.	**Timelines:** **Development 2003-2004** 2004-2005 Pilot Implemented 2005-2006 Implementation July 2007 System in place **Resources:** Section Responsibility: Effective Practices Data Coordination Funding Type: Part B
3.2.3 GS.II BF.II BT	C) Collaborate with the Missouri Council of Administrators in Special Education and other administrator associations to determine the best methods to provide technical assistance and training to local school district administrators on transition.	*3.2.3.1* Meeting convened to identify needs *3.2.3.2* Workgroup established to develop methods to provide technical assistance on identified needs *3.2.3.3* Methods implemented	• Technical assistance and training available to local school district administrators on Transition	**Timelines:** 2004-2005 Methods developed and implemented **Resources:** Section Responsibility: Effective Practices Funding Type: Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.2.4 BF.II BT	D) Disseminate research-based practices	*3.2.4.1* Research-based practices for transition identified *3.2.4.2* Research-based practices tied to performance indicators *3.2.4.3* Information on research-based practices available on Department of Elementary and Secondary Education website *3.2.4.4* Links established to other agencies on research-based practices, as appropriate	• Local school district administrators have access to a web-based information database covering a variety of research-based practices.	**Timelines:** 2004-2005 Dissemination Implemented **Resources:** Section Responsibility: Effective Practices Funding Type: Part B
3.3.1 GS.II BF.II BT	A) Collaborate with Great Lakes Area Regional Resource Center (GLARRC) to develop and implement a packet for Local Education Agencies (LEA) on conducting and using student focus groups information for program planning.	*3.3.1.1* Meeting convened with GLARRC to determine information to use *3.3.1.2* LEA packet developed *3.3.1.3* Action plan developed to implement use of packet with 4th cycle MSIP and special education monitoring.	• LEAs demonstrate that they can conduct and use focus group information for program planning.	**Timelines:** **2003-2004** **Development** 2004-2005 Pilot Implementation 2005-2006 4th Cycle MSIP **Resources:** Section Responsibility: Effective Practices Compliance Funding Type: Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.3.2 GS.II BF.II BT GS.V	B) Collaborate with the Missouri School Improvement Program to disaggregate data for students on graduation, dropout, and follow-up data into the Missouri School Improvement Process.	*3.3.2.1* Participation in statewide 4th cycle committee and recommendations provided for 4th cycle changes. *3.3.2.2* Special Education monitoring aligned with changes to 4th cycle MSIP and NCLB *3.3.2.3* Revised system Implemented	• Disaggregated data included in Missouri School Improvement Process	**Timelines:** 2003-2004 Development 2004-2005 4th Cycle MSIP 2006-2007 Implementation **Resources:** Section Responsibility: Data Coordination Compliance Effective Practices Funding Type: Part B
3.3.3 GS.II BF.II BT GS.V	C) Collaborate with other state agencies in developing and implementing a system for sharing data for the purposes of planning for appropriate educational services for students with disabilities.	*3.3.3.1* Agencies who provide services to students with disabilities identified *3.3.3.2* Meeting convened with identified agencies to determine what data is collected by each *3.3.3.3* Methods established to share data between agencies	• A uniform system for sharing data between agencies to plan for services for students with disabilities.	**Timelines:** **2003-2004** **Identification** **2003-2004** **Meeting** 2005-2006 Establishment of system **Resources:** Section Responsibility: Data Coordination Effective Practices Funding Type: Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.3.4 GS.II BF.II BT GS.V	D) Collaborate with Local Education Agencies (LEAs) and Missouri School Improvement Plan (MSIP) on the incorporation of the use of dropout data for students with disabilities.	*3.3.4.1* Collaboration with MSIP on ways LEAs can use dropout data *3.3.4.2* Assistance provided to LEAs in developing a plan to use dropout data *3.3.4.3* Checked with LEAs to determine how data is being incorporated in their decision-making process *3.3.4.4* Incorporated use of information with Special Education monitoring for 4th Cycle MSIP.	• LEAs incorporate the use of dropout data for students with disabilities.	**Timelines:** 2006-2007 Information incorporated into 4th Cycle MSIP **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance <u>Funding Type:</u> Part B
3.3.5 BF.II BT BF.I GS.V	E) Develop and implement training opportunities for general and special education teachers on data-based decision-making. Data sources may include: • Follow up survey on Graduates • Survey employers dropout analysis	*3.3.5.1* All training opportunities available to teachers identified *3.3.5.2* Training opportunities marketed *3.3.5.3* Training conducted *3.3.5.4* Follow-up conducted *3.3.5.5* Content developed if appropriate	• Training opportunities are provided on data-based decision-making.	**Timelines:** 2004-2005 Development 2005-2006 Implementation **Resources:** <u>Section Responsibility:</u> Effective Practices Data Coordination <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.4.1 GS.II BP BF.II BT	A) Provide consistent information regarding transition service delivery options regardless of agency philosophy.	Stakeholders identified from: *3.4.1.1* Vocational and Adult Special Education *3.4.1.2* Supported Employment Provider *3.4.1.3* Sheltered Workshops *3.4.1.4* Vocational Rehabilitation *3.4.1.5* Rehabilitation Services for the Blind *3.4.1.6* Local Education Agencies *3.4.1.7* Families *3.4.1.8* Centers for Independent Living *3.4.1.9* Barriers identified 3.4.1.10 Plan developed and implemented	• Consistency is reflected in information provided to agencies delivering transition services	**Timelines;** 2004-2005 Begin 2006-2007 Implemented **Resources:** Section Responsibility: Effective Practices Funding Type: Part B
3.4.2 GS.II BF.II BT	B) Collaboration between Department of Elementary and Secondary Education and Missouri Statewide Independent Living Council to include in the State Independent Living Council's state plan statewide activities for transition services for students with disabilities.	*3.4.2.1* Meeting with statewide State Independent Living Centers to discuss common issues. *3.4.2.2* Meeting conducted with statewide Independent Living Centers, statewide Independent Living Council and districts of Special Education to show results of Independent Living Center grants. *3.4.2.3* Collaborative plan developed between Local Education Agencies and Independent Living Centers *3.4.2.4* State Independent Living Center reviews/revises their state plan to include similar services for LEAs to access. *3.4.2.5* Collaborative plan between LEAs and Centers for Independent Living regarding technical assistance, appropriate services and peer counseling developed and implemented.	• Plan implemented • Centers for Independent Living and schools involved at local levels	**Timelines:** **2003-2004** **Planning** 2004-2005 Statewide plan developed 2005-2006 District Implementation **Resources:** Section Responsibility: Effective Practices Funding Type: Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.4.3 GS.II BF.II BT	C) Collaborate with DESE Divisions and urban educators to identify issues specific to larger geographical areas that may serve as a barrier to the educational success of students with disabilities.	*3.4.3.1* Teacher and Urban Education Plan adopted by the State Board of Education. *3.4.3.2* Collaborative implementation plan developed with Teacher Certification and Urban Education. *3.4.3.3* Technical Assistance and training plan developed with St. Louis City and Kansas City to address dropout issues.	• Increased graduation and decreased dropout rates for Kansas City and St. Louis City schools.	**Timelines:** 2004-2005 Begin 2005-2006 Implementation **Resources:** Section Responsibility: Effective Practices Funding Type: Part B
3.4.4 BF.II BT	D) Collaborate with the University of Kansas Transition Coalition to create a web-based multi-state system to provide technical assistance and training in the area of transition.	*3.4.4.1* Meeting convened to determine what is needed to set system up. *3.4.4.2* Web-based system developed in participating states *3.4.4.3* Web-based system implemented	• Web-based, multi-state system is in place for educational professionals in the area of transition	**Timelines:** **2003-2004** **Begin** 2004-2005 Implementation **Resources:** Section Responsibility: Effective Practices Data Coordination Funding Type: Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.4.5 GS.II BF.II BT	E) Collaborate with Vocational Rehabilitation Co-op Programs and other DESE Divisions to establish a usable system of vocational placement and program participation data to enable district to make data-based transition programming decisions.	*3.4.5.1* Other DESE divisions to be involved identified *3.4.5.2* Meeting convened to determine what is needed to modify existing system *3.4.5.3* System developed *3.4.5.4* System implemented	• Usable vocational placement and program participation data is available to districts	**Timelines:** **2003-2004** **Begin** 2004-2005 Implement **Resources:** Section Responsibility: Data Coordination Funding Type: Part B
3.5.1 BF.II BT	A) Conduct a session with Institutions of Higher Education (IHE) to train on identified curricula.	*3.5.1.1* Participating Institutions of Higher Education identified *3.5.1.2* Meeting convened *3.5.1.3* Curricula aligned with MOSTEP competencies, if needed *3.5.1.4* Training sessions conducted with participating IHEs *3.5.1.5* System developed for including identified curricula into IHE coursework	• IHEs integrate identified curricula into courses for new and existing teachers	**Timelines:** **2003-2004** **Meetings** 2004-2005 Develop plan 2005-2006 Begin integration **Resources:** Section Responsibility: Effective Practices Funding Type: Part B SIG

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.5.2 GS.II BF.II BT	B) Collaborate with the Division of Vocational and Adult Education to develop strategies to embed information on students with disabilities in vocational and adult and counseling coursework.	*3.5.2.1* Meeting convened with Vocational and Adult Education representatives *3.5.2.2* Work group convened to develop strategies and timelines *3.5.2.3* Appropriate areas in existing coursework identified to embed strategies *3.5.2.4* Coursework provided with newly embedded strategies	• Vocational and Adult counseling coursework includes information on students with disabilities	**Timelines:** 2004-2005 Develop and plan timelines **Resources:** Section Responsibility: Effective Practices Funding Type: Part B
3.5.3 GS.II BF.II BT	C) Develop a plan with the Statewide Independent Living Centers to provide information regarding students with disabilities to general education classes.	*3.5.3.1* Meeting convened with Independent Living Centers to develop a scope of work *3.5.3.2* List of information that should be shared developed *3.5.3.3* Plan developed *3.5.3.4* Information sharing system implemented	• Statewide Independent Living Centers provide information to Institutions of Higher Education for integration into general education classes	**Timelines:** **2003-2004** **Meeting** 2004-2005 Development 2005-2006 Implementation **Resources:** Section Responsibility: Effective Practices Data Coordination Funding Type: Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.5.4 BF.II BT	D) Incorporate University of Kansas Transition Coalition online course offerings in pool of curricula opportunities.	*3.5.4.1* Meeting initiated with Kansas University to determine requirements for participation in coalition *3.5.4.2* Curricula identified to be used in on-line offerings *3.5.4.3* Curricula converted into on-line course offerings *3.5.4.4* Field test of on-line curricula conducted *3.5.4.5* Collaboration with Kansas University to set up comprehensive on-line professional development system.	• Kansas University Transition Coalition on-line courses available to new and existing teachers for professional development through Department of Elementary and Secondary Education website.	**Timelines:** **2003-2004 Meeting** **2003-2004 Development** 2004-2005 Implementation **Resources:** Section Responsibility: Effective Practices Data Coordination Funding Type: Part B SLIVER
3.6.1 BP BF.II BT	A) Expand Department of Elementary and Secondary Education Division of Special Education's website on Transition Resources.	*3.6.1.1* Data reviewed to identify need areas for expansion *3.6.1.2* Research-based practices identified *3.6.1.3* Content organized to correspond with performance indicators *3.6.1.4* Family resources identified to correspond with performance indicators *3.6.1.5* Survey developed and implemented	• Redesign of site developed and implemented • Web hits • Survey results indicate access and usefulness of information	**Timelines:** July 2005 Site revision developed and implemented July 2006 Survey results reviewed **Resources:** Section Responsibility: Effective Practices Data Coordination Funding Type: Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
3.6.2 BF.II BT	B) Collaborate with DESE, Divisions of Vocational Rehabilitation and Vocational and Adult Education to develop linked web resources for students with disabilities.	*3.6.2.1* Joint plan developed to link information with Department of Elementary and Secondary Education Division of Vocational and Adult Special Education, Vocational Rehabilitation and Independent Living Centers *3.6.2.2* Joint plan to link transition web with family organizations *3.6.2.3* Joint plan to expand linkages with other adult service agencies *3.6.2.4* Survey developed and conducted	• Linked web resources between the divisions have been developed and area active and up to date. • Redesign site that can be linked from Vocational Rehabilitation, Vocational and Adult Special Education • Web hits • Survey results indicate access and usefulness of information	**Timelines:** July 2005 Begin July 2006 Survey results reviewed **Resources:** Section Responsibility: Effective Practices Funding Type: Part B

Annual Performance Report	
*Number of goals/indicators consistent with those for students who are nondisabled	15
Total number of goals/indicators for student who are disabled	24
Percent of goals/indicators consistent with those for students who are nondisabled	62.5%

ATTACHMENT 1
Cluster Area General Supervision
Dispute Resolution – Complaints, Mediations and Due Process Hearing Baseline/Trend Data

Ia: Formal Complaints						
(1) July 1, 2002 - June 30, 2003	**(2) Number of Complaints**	**(3) Number of Complaints with Findings***	**(4) Number of Complaints with No Findings****	**(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction**	**(6) Number of Complaints Completed/Addressed within Timelines**	**(7) Number of Complaints Pending as of: ___/___/___** *(enter closing date for dispositions)*
TOTALS	166	45	105	16	147	0

Ib: Mediations					
(1) July 1, 2002 - June 30, 2003	**Number of Mediations**		**Number of Mediation Agreements**		**(6) Number of Mediations Pending as of:** 02/25/04 *(enter closing date for dispositions)*
	(2) Not Related to Hearing Requests	**(3) Related to Hearing Requests**	**(4) Not Related to Hearing Requests**	**(5) Related to Hearing Requests**	
TOTALS	0	9	0	4	1

Ic: Due Process Hearings				
(1) July 1, 2002 - June 30, 2003	**(2) Number of Hearing Requests**	**(3) Number of Hearings Held** *(fully adjudicated)*	**(4) Number of Decisions Issued after Timelines and Extension Expired**	**(5) Number of Hearings Pending as of:** 02/25/04 *(enter closing date for dispositions)*
TOTALS	96	14	0	9

*Complaints with findings are those for which written decisions with substantiated findings were made. Written decisions with findings include citations confirming the validity of any portion of the complaint and requiring correction by the agency(ies) against which the complaint was filed.
** Complaints with no findings are those for which there were no substantiated findings made.

ATTACHMENT 2

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

	A	B	C	D	E	F	G	H	I	J	K	L
		All C+E+G +I+K	White	Percent White C/B*100	Black	Percent Black E/B*100	Hispanic	Percent Hispanic G/B*100	Asian	Percent Asian I/B*100	American Indian	Percent American Indian K/B*100
1	Enrollment (5K-21)	894,473	701,500	78.4%	158,251	17.7%	20,264	2.3%	11,522	1.3%	2,936	0.3%
ALL CHILDREN WITH DISABILITIES, AGES 5K-21												
2	All Disabilities (5K-21)	134,143	103,398	77.1%	27,809	20.7%	1,939	1.4%	683	0.5%	314	0.2%
3	Difference (Row 2 - Row 1)			-1.3%		3.0%		-0.8%		-0.8%		-0.1%
4	Relative Difference (Row 3 / Row 1)			-0.02		0.17		**-0.36**		**-0.60**		**-0.29**
BY DISABILITY CATEGORY												
2	Mental Retardation	12,338	8,024	65.0%	4,043	32.8%	177	1.4%	58	0.5%	36	0.3%
3	Difference (Row 2 - Row 1)			-13.4%		15.1%		-0.8%		-0.8%		0.0%
4	Relative Difference (Row 3 / Row 1)			-0.17		**0.85**		**-0.37**		**-0.64**		-0.11
2	Emotional Disturbance	8,764	5,917	67.5%	2,725	31.1%	86	1.0%	17	0.2%	19	0.2%
3	Difference (Row 2 - Row 1)			-10.9%		13.4%		-1.3%		-1.1%		-0.1%
4	Relative Difference (Row 3 / Row 1)			-0.14		**0.76**		**-0.57**		**-0.85**		**-0.34**
2	Speech/Language Impairment	31,563	26,874	85.1%	3,898	12.3%	455	1.4%	260	0.8%	76	0.2%
3	Difference (Row 2 - Row 1)			6.7%		-5.3%		-0.8%		-0.5%		-0.1%
4	Relative Difference (Row 3 / Row 1)			0.09		**-0.30**		**-0.36**		**-0.36**		**-0.27**
2	Orthopedic Impairment	652	515	79.0%	117	17.9%	6	0.9%	11	1.7%	3	0.5%
3	Difference (Row 2 - Row 1)			0.6%		0.3%		-1.3%		0.4%		0.1%
4	Relative Difference (Row 3 / Row 1)			0.01		0.01		**-0.59**		**0.31**		**0.40**

	A	B	C	D	E	F	G	H	I	J	K	L
		All C+E+G +I+K	White	Percent White C/B*100	Black	Percent Black E/B*100	Hispanic	Percent Hispanic G/B*100	Asian	Percent Asian I/B*100	American Indian	Percent American Indian K/B*100
1	Enrollment (5K-21)	894,473	701,500	78.4%	158,251	17.7%	20,264	2.3%	11,522	1.3%	2,936	0.3%
2	Partial Sight	224	180	80.4%	33	14.7%	7	3.1%	4	1.8%	-	0.0%
3	Difference (Row 2 - Row 1)			1.9%		-3.0%		0.9%		0.5%		-0.3%
4	Relative Difference (Row 3 / Row 1)			0.02		-0.17		**0.38**		**0.39**		**-1.00**
2	Blindness	266	195	73.3%	61	22.9%	7	2.6%	3	1.1%	-	0.0%
3	Difference (Row 2 - Row 1)			-5.1%		5.2%		0.4%		-0.2%		-0.3%
4	Relative Difference (Row 3 / Row 1)			-0.07		**0.30**		0.16		-0.12		**-1.00**
2	Hearing Impairment	833	654	78.5%	148	17.8%	16	1.9%	12	1.4%	3	0.4%
3	Difference (Row 2 - Row 1)			0.1%		0.1%		-0.3%		0.2%		0.0%
4	Relative Difference (Row 3 / Row 1)			0.00		0.00		-0.15		0.12		0.10
2	Deafness	437	315	72.1%	97	22.2%	15	3.4%	9	2.1%	1	0.2%
3	Difference (Row 2 - Row 1)			-6.3%		4.5%		1.2%		0.8%		-0.1%
4	Relative Difference (Row 3 / Row 1)			-0.08		**0.25**		**0.52**		**0.60**		**-0.30**
2	Learning Disabilities	63,901	48,228	75.5%	14,333	22.4%	990	1.5%	201	0.3%	149	0.2%
3	Difference (Row 2 - Row 1)			-3.0%		4.7%		-0.7%		-1.0%		-0.1%
4	Relative Difference (Row 3 / Row 1)			-0.04		**0.27**		**-0.32**		**-0.76**		**-0.29**
2	Other Health Impairment	10,341	8,634	83.5%	1,551	15.0%	101	1.0%	38	0.4%	17	0.2%
3	Difference (Row 2 - Row 1)			5.1%		-2.7%		-1.3%		-0.9%		-0.2%
4	Relative Difference (Row 3 / Row 1)			0.06		-0.15		**-0.57**		**-0.71**		**-0.50**
2	Deaf/Blindness	24	15	62.5%	9	37.5%	-	0.0%	-	0.0%	-	0.0%
3	Difference (Row 2 - Row 1)			-15.9%		19.8%		-2.3%		-1.3%		-0.3%
4	Relative Difference (Row 3 / Row 1)			-0.20		**1.12**		**-1.00**		**-1.00**		**-1.00**

	A	B	C	D	E	F	G	H	I	J	K	L
		All C+E+G +I+K	White	Percent White C/B*100	Black	Percent Black E/B*100	Hispanic	Percent Hispanic G/B*100	Asian	Percent Asian I/B*100	American Indian	Percent American Indian K/B*100
1	Enrollment (5K-21)	894,473	701,500	78.4%	158,251	17.7%	20,264	2.3%	11,522	1.3%	2,936	0.3%
2	Multiple Disabilities	994	780	78.5%	185	18.6%	12	1.2%	13	1.3%	4	0.4%
3	Difference (Row 2 - Row 1)			0.0%		0.9%		-1.1%		0.0%		0.1%
4	Relative Difference (Row 3 / Row 1)			0.00		0.05		**-0.47**		0.02		**0.23**
2	Autism	2,343	1,901	81.1%	363	15.5%	36	1.5%	40	1.7%	3	0.1%
3	Difference (Row 2 - Row 1)			2.7%		-2.2%		-0.7%		0.4%		-0.2%
4	Relative Difference (Row 3 / Row 1)			0.03		-0.12		**-0.32**		**0.33**		**-0.61**
2	Traumatic Brain Injury	363	280	77.1%	70	19.3%	8	2.2%	3	0.8%	2	0.6%
3	Difference (Row 2 - Row 1)			-1.3%		1.6%		-0.1%		-0.5%		0.2%
4	Relative Difference (Row 3 / Row 1)			-0.02		0.09		-0.03		**-0.36**		**0.68**
2	YCDD	1,100	886	80.5%	176	16.0%	23	2.1%	14	1.3%	1	0.1%
3	Difference (Row 2 - Row 1)			2.1%		-1.7%		-0.2%		0.0%		-0.2%
4	Relative Difference (Row 3 / Row 1)			0.03		-0.10		-0.08		-0.01		**-0.72**
BY EDUCATIONAL ENVIRONMENT												
2	Outside Regular Class <21%	76,122	61,476	80.8%	13,047	17.1%	1,002	1.3%	439	0.6%	158	0.2%
3	Difference (Row 2 - Row 1)			2.3%		-0.6%		-0.9%		-0.7%		-0.1%
4	Relative Difference (Row 3 / Row 1)			0.03		-0.03		**-0.42**		**-0.55**		**-0.37**
2	Outside Regular Class 21% - 60%	37,656	29,659	78.8%	7,161	19.0%	612	1.6%	120	0.3%	104	0.3%
3	Difference (Row 2 - Row 1)			0.3%		1.3%		-0.6%		-1.0%		-0.1%
4	Relative Difference (Row 3 / Row 1)			0.00		0.07		**-0.28**		**-0.75**		-0.16
2	Outside Regular Class >60%	15,871	9,482	59.7%	6,006	37.8%	255	1.6%	88	0.6%	40	0.3%
3	Difference (Row 2 - Row 1)			-18.7%		20.2%		-0.7%		-0.7%		-0.1%
4	Relative Difference (Row 3 / Row 1)			**-0.24**		**1.14**		**-0.29**		**-0.57**		**-0.23**

	A	B	C	D	E	F	G	H	I	J	K	L
		All C+E+G +I+K	White	Percent White C/B*100	Black	Percent Black E/B*100	Hispanic	Percent Hispanic G/B*100	Asian	Percent Asian I/B*100	American Indian	Percent American Indian K/B*100
1	Enrollment (5K-21)	894,473	701,500	78.4%	158,251	17.7%	20,264	2.3%	11,522	1.3%	2,936	0.3%
2	State Operated Programs	1,142	808	70.8%	294	25.7%	25	2.2%	10	0.9%	5	0.4%
3	Difference (Row 2 - Row 1)			-7.7%		8.1%		-0.1%		-0.4%		0.1%
4	Relative Difference (Row 3 / Row 1)			-0.10		**0.46**		-0.03		**-0.32**		**0.33**
2	Private Separate Day Facility	889	468	52.6%	401	45.1%	14	1.6%	5	0.6%	1	0.1%
3	Difference (Row 2 - Row 1)			-25.8%		27.4%		-0.7%		-0.7%		-0.2%
4	Relative Difference (Row 3 / Row 1)			**-0.33**		**1.55**		**-0.30**		**-0.56**		**-0.66**
2	Public Separate Day Facility	1,717	979	57.0%	696	40.5%	20	1.2%	19	1.1%	3	0.2%
3	Difference (Row 2 - Row 1)			-21.4%		22.8%		-1.1%		-0.2%		-0.2%
4	Relative Difference (Row 3 / Row 1)			**-0.27**		**1.29**		**-0.49**		-0.14		**-0.47**
2	Homebound/Hospital	561	406	72.4%	145	25.8%	6	1.1%	2	0.4%	2	0.4%
3	Difference (Row 2 - Row 1)			-6.1%		8.2%		-1.2%		-0.9%		0.0%
4	Relative Difference (Row 3 / Row 1)			-0.08		**0.46**		**-0.53**		**-0.72**		0.09
2	Private Residential	41	35	85.4%	6	14.6%	-	0.0%	-	0.0%	-	0.0%
3	Difference (Row 2 - Row 1)			6.9%		-3.1%		-2.3%		-1.3%		-0.3%
4	Relative Difference (Row 3 / Row 1)			0.09		-0.17		**-1.00**		**-1.00**		**-1.00**
2	Public Residential	144	85	59.0%	53	36.8%	5	3.5%	-	0.0%	1	0.7%
3	Difference (Row 2 - Row 1)			-19.4%		19.1%		1.2%		-1.3%		0.4%
4	Relative Difference (Row 3 / Row 1)			**-0.25**		**1.08**		**0.53**		**-1.00**		**1.12**

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	11,096	69,437
5		
6		
7		
8	10,670	70,680
HIGH SCHOOL (SPECIFY GRADE: ____10____)	8,578	65,707

Notes:

- The State of Missouri currently only assesses Grades 4, 8 and 10 in mathematics. Assessment instruments to test other grade levels are currently under development and will be in place by Spring 2006.
- The State of Missouri's alternate assessment (MAP-A) currently does not provide achievement levels at a student level. MAP-A participants compile a portfolio that addresses four goals. Each goal is then rated individually and progress towards each goal is reported. The total number of portfolios submitted is available, but data can not be broken down by grade or subject area. Therefore, the numbers of IEP students counted in Section F under Column 9B Achievement Levels are equal to zero and the number of Students with IEPs recorded in Column 1 (enrollment) is greater than the total recorded in Column 11 (Row Total).
- For school year 2002-2003, MAP-A portfolios were submitted in May of 2003 for those MAP-A eligible students whose IEPs began December 2001 through November 2002, and who were turning ages 9, 13 and 17 in the 2002-2003 school year. Due to alternate assessment requirements that are based on age, not all students who are eligible for MAP-A participation will actually submit a portfolio each year.

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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4B)
3						
4	10,857	0	99	0	0	0
5						
6						
7						
8	10,314	0	227	0	0	0
HIGH SCHOOL (SPECIFY GRADE: ___10____)	8,255	0	264	0	0	0

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT **				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL** (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP [1] (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	206	0	0	0	0	33	0
5							
6							
7							
8	273	0	0	0	0	83	0
HIGH SCHOOL (SPECIFY GRADE: __10__)	179	0	0	0	0	144	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

** The number of MAP-A portfolios submitted is not available by subject area and grade level. Numbers reported in Column 5 reflect the number of students who were eligible for the alternate assessment, but not all eligible students submit a portfolio each year because a portfolio submission is only required once at each the elementary, middle and high school levels. For examples, a fourth grader who is eligible for the MAP-A may have submitted a portfolio the previous year and therefore would not need to submit a portfolio in the fourth grade as well.

[1] NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

	REGULAR ASSESSMENT[1](9A)					ALTERNATE ASSESSMENT [2](9B)**				
GRADE LEVEL	ADVANCED Achievement Level[3]	PROFICIENT Achievement Level	NEARING PROFICIENT Achievement Level	PROGRESSING Achievement Level	STEP 1 Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	NO VALID SCORE (10)[5]	ROW TOTAL[6](11)
3										
4	310	1,839	4,278	3,326	1,005				132	10,890
5										
6										
7										
8	8	154	1,333	3,581	5,011				310	10,397
HIGH SCHOOL (SPECIFY GRADE: ____10_____)	5	73	755	2,261	4,897				408	8,399

* State achievement level(s) considered proficient or higher for purposes of NCLB are: ____Proficient and Advanced____

** The number of MAP-A portfolios submitted is not available by subject area and grade level. Numbers reported in Column 5 reflect the number of students who were eligible for the alternate assessment, but not all eligible students submit a portfolio each year because a portfolio submission is only required once at each the elementary, middle and high school levels. For examples, a fourth grader who is eligible for the MAP-A may have submitted a portfolio the previous year and therefore would not need to submit a portfolio in the fourth grade as well.

[1] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.
[2] The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.
[3] Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.
[4] Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.
[5] The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.
[6] The row total (column 9A level A + level B + level C … + level X) + (column 9B level A, level B, level C … + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation. Note: Column 11 (Row Total) is less than Column 1 (Enrollment). For explanation, see Notes on Attachment 3 – Page 1.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	9,924	65,956
4		
5		
6		
7	10,997	72,299
8		
HIGH SCHOOL (SPECIFY GRADE: ___11_____)	6,910	59,978

Notes:

- The State of Missouri currently only assesses Grades 3, 7, and11 in reading. Assessment Instruments to test other grade levels are currently under development.
- The State of Missouri's alternate assessment (MAP-A) currently does not provide achievement levels at a student level. MAP-A participants compile a portfolio that addresses four goals. Each goal is then rated individually and progress towards each goal is reported. The total number of portfolios submitted is available, but data can not be broken down by grade or subject area. Therefore, the numbers of IEP students counted in Section F under Column 9B Achievement Levels are equal to zero and the number of Students with IEPs recorded in Column 1 (enrollment) is greater than the Total recorded in Column 11 (Row Total).
- For school year 2002-2003, MAP-A portfolios were submitted in May of 2003 for those MAP-A eligible students whose IEPs began December 2001 through November 2002, and who were turning ages 9, 13 and 17 in the 2002-2003 school year. Due to alternate assessment requirements that are based on age, not all students who are eligible for MAP-A participation will actually submit a portfolio each year.

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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4B)
3	9,692	0	213	0	0	0
4						
5						
6						
7	10,766	0	457	0	0	0
8						
HIGH SCHOOL (SPECIFY GRADE: ____11_____)	6,696	0	482	0	0	0

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT **				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL** (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP [1] (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3	232	0	0	0	0	0	0
4							
5							
6							
7	229	0	0	0	0	2	0
8							
HIGH SCHOOL (SPECIFY GRADE: ____11_____)	203	0	0	0	0	11	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

** The number of MAP-A portfolios submitted is not available by subject area and grade level. Numbers reported in Column 5 reflect the number of students who were eligible for the alternate assessment, but not all eligible students submit a portfolio each year because a portfolio submission is only required once at each the elementary, middle and high school levels. For examples, a fourth grader who is eligible for the MAP-A may have submitted a portfolio the previous year and therefore would not need to submit a portfolio in the fourth grade as well.

[1] NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

	REGULAR ASSESSMENT[1](9A)					ALTERNATE ASSESSMENT [2](9B) **				
GRADE LEVEL	ADVANCED Achievement Level	PROFICIENT Achievement Level	NEARING PROFICIENT Achievement Level	PROGRESSING Achievement Level	STEP 1 Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	NO VALID SCORE (10)[5]	ROW TOTAL[6](11)
3	43	1656	3,787	2,571	1,422				213	9,692
4										
5										
6										
7	9	579	2,231	3,405	4,085				459	10,768
8										
HIGH SCHOOL (SPECIFY GRADE: _____11_____)	0	79	943	1,541	3,651				493	6,707

* State achievement level(s) considered proficient or higher for purposes of NCLB are: ____Proficient and Advanced___

** The number of MAP-A portfolios submitted is not available by subject area and grade level. Numbers reported in Column 5 reflect the number of students who were eligible for the alternate assessment, but not all eligible students submit a portfolio each year because a portfolio submission is only required once at each the elementary, middle and high school levels. For examples, a fourth grader who is eligible for the MAP-A may have submitted a portfolio the previous year and therefore would not need to submit a portfolio in the fourth grade as well.

[1] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.
[2] The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.
[3] Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.
[4] Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.
[5] The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.
[6] The row total (column 9A level A + level B + level C … + level X) + (column 9B level A, level B, level C … + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide and explanation. Note: Column 11 (Row Total) is less than Column 1 (Enrollment). For explanation, see Notes on Attachment 3 – Page 5.