

Missouri Department of Elementary and Secondary Education Special Education District Profile

Maries Co. R-II (063-067)

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

The purpose of this profile is to:

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

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

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

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

Questions? Please contact the Division of Special Education - Data Coordination at 573-526-0299 or

SPP Targets and District Status				
SPP Indicator*	District Data 2005-06		Target 2005-06	Target 2010-11
Early Childhood Special Education Data				
Percent of children ages 3-5 with IEPs in settings with typically developing peers (SPP 6)	31.58%	Not Met	≥ 43.00%	≥ 50.00%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)	NA	NA**	= 100.00%	= 100.00%
Child Count and Placement Data				
Percent of children with IEPs removed from regular class less than 21% of the day (SPP 5a)	74.59%	Met	≥ 59.00%	≥ 64.00%
Percent of children with IEPs removed from regular class greater than 60% of the day (SPP 5b)	8.20%	Met	≤ 11.00%	≤ 10.50%
Percent of children with IEPs served in separate settings (SPP 5c)	1.64%	Met	≤ 3.50%	≤ 3.20%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)	***			
Assessment Data				
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - "Met" if participation rate at least 95% (SPP 3b)	100.00%	Met	= 100.00%	= 100.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - "Met" if participation rate at least 95% (SPP 3b)	100.00%	Met	= 100.00%	= 100.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	10.17%	Not Met	≥ 34.70%	≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	13.79%	Not Met	≥ 26.60%	≥ 72.50%
Evaluation Data				
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)	NA	NA**	= 100.0%	100.0%
Suspension/Expulsion Data				
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	***			
Secondary Transition Data				
Graduation rate for students with disabilities (SPP 1)	100.00%	Met	≥ 73.00%	≥ 78.50%
Dropout rate for students with disabilities (SPP 2)	0.00%	Met	≤ 4.70%	≤ 3.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)	NA	NA**	= 100.00%	100.00%

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

** Data are collected from districts in the year prior to their MSIP review, so data is not available for all districts. For districts with data, the met/not met call is pending finalization of compliance desk review of district data

*** These determinations have not yet been made

Early Childhood Special Education (ECSE) Data

Early Childhood Special Education Child Count and Participation Rates

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

Total Early Childhood 3-pK5		
	Child Count	Participation Rate
2003-04	14	9.03%
2004-05	14	9.03%
2005-06	12	7.74%
State 2005-06	10,898	5.39%

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

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

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

Placements	2003-2004		2004-2005		2005-2006		State 2005-2006
	#	%	#	%	#	%	%
Home*	0	0.00%	0	0.00%	1	8.33%	1.52%
Part-time EC / Part-time ECSE Setting*	0	0.00%	0	0.00%	0	0.00%	9.53%
Early Childhood Setting*	1	7.14%	0	0.00%	0	0.00%	16.47%
Itinerant-Outside the Home	2	14.29%	2	14.29%	3	25.00%	27.67%
EC Special Education Setting	11	78.57%	12	85.71%	8	66.67%	43.48%
Separate School	0	0.00%	0	0.00%	0	0.00%	1.31%
Residential Facility	0	0.00%	0	0.00%	0	0.00%	0.01%
Total Early Childhood	14	100.00%	14	100.00%	12	100.00%	5.39%
Subtotal for placements with typically developing peers (ages 3-pk5)*	1	7.14%	0	0.00%	1	8.33%	27.53%
Subtotal for placements with typically developing peers ages 3-5 (SPP 6)**					6	31.58%	44.98%

Source: District reported data from Core Data Screen 11

Percentage = Placement / Total Placements

*Placements with "typically developing peers" include: Home; Part-time early childhood / part-time ECSE Setting; Early Childhood Setting

** The SPP indicator refers to all children ages 3-5 which includes some children in kindergarten. This data is reported to meet SPP reporting requirements only. The conversion of school-age to ECSE placements follows: Private Residential Facility to Residential Facility; Homebound/Hospital to Home; Outside Regular Class 21-60% to Part-time EC/Part-time ECSE Setting; Outside Regular Class <21% to Early Childhood Setting; Outside Regular Class >60% to EC Special Education Setting; Private/Public Separate (Day) Facility to Separate School

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

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	Number referred and eligible	IEPs developed within acceptable timelines	Percent developed within acceptable timelines*	State 2005-2006 %
2005-06	NA	NA	NA	94.72%

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

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

* Pending finalization of the Special Education Compliance review

Early Childhood Outcome Data (SPP 7)

Districts are beginning to collect these data in the 2006-07 school year. Data will be included in this report as it becomes available.

Child Count and Placement Data

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

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

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2005-06	State 2005-06
Mental Retardation	13	0	13	1.59%	1.36%
Emotional Disturbance	17	0	17	2.08%	0.93%
Speech/Language Impairment	38	0	38	4.66%	3.97%
Orthopedic Impairment	0	0	0	0.00%	0.07%
Visual Impairment	0	0	0	0.00%	0.05%
Hearing Impairment	0	0	0	0.00%	0.14%
Specific Learning Disabilities	43	0	43	5.27%	5.81%
Other Health Impairment	4	0	4	0.49%	1.61%
Deaf/Blindness	0	0	0	0.00%	0.00%
Multiple Disabilities	1	0	1	0.12%	0.13%
Autism	1	0	1	0.12%	0.43%
Traumatic Brain Injury	1	0	1	0.12%	0.05%
Young Child w/ Developmental Delay	4	0	4	0.49%	0.17%
Total	122	0	122	14.95%	14.42%

Source: District reported data on Core Data Screens 11 and 16. Child Count data is as of December 1
 Incidence rate = Total excluding PPPS / enrollment

School-age Placements (SPP 5)

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

Placement Categories	2003-2004		2004-2005		2005-2006		State 2005-2006
	#	%	#	%	#	%	%
Outside Regular Class <21% (SPP 5a)	78	67.83%	84	72.41%	91	74.59%	58.22%
Parentally Placed <21%	N/A	N/A	N/A	N/A	0	0.00%	
Outside Regular Class 21-60%	28	24.35%	24	20.69%	19	15.57%	27.06%
Parentally Placed 21-60%	N/A	N/A	N/A	N/A	0	0.00%	
Outside Regular Class >60% (SPP 5b)	6	5.22%	5	4.31%	10	8.20%	11.12%
Parentally Placed >60%	N/A	N/A	N/A	N/A	0	0.00%	
Private Separate (Day) Facility*	1	0.87%	2	1.72%	0	0.00%	0.71%
Public Separate (Day) Facility*	0	0.00%	0	0.00%	0	0.00%	1.45%
Homebound/Hospital*	1	0.87%	1	0.86%	2	1.64%	0.49%
Private Residential Facility*	1	0.87%	0	0.00%	0	0.00%	0.01%
Total School Age	115	100.00%	116	100.00%	122	100.00%	100.00%
Total of Separate Placements* (SPP 5c)	3	2.61%	3	2.59%	2	1.64%	2.67%

Source: District reported data on Core Data Screen 11

**"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital and Private Residential Facilities

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

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

	White %	Black %	Hispanic	Asian %	Indian %	Total %
Total District Enrollment (K-12)	98.65%	0.37%	0.86%	0.12%	0.00%	100.00%
Total IEP Child Count (3-21)	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Mental Retardation	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Emotional Disturbance	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Speech/Language Impairment	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Specific Learning Disability	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Other Health Impairment	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Autism	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%

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

Student Assessment, Evaluation and Parent Involvement Data

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

The following table indicates statewide assessment results for students with disabilities

2005-06 IEP MAP and MAP-A	Grade	Accountable	Participation Rate (SPP 3b)	Proficient or Advanced Percent (SPP 3c)	State Proficient or Advanced Percent
Communication Arts	3	9	100.00%	22.20%	23.30%
Communication Arts	4	7	100.00%	28.60%	21.80%
Communication Arts	5	13	100.00%	0.00%	18.60%
Communication Arts	6	8	100.00%	0.00%	14.50%
Communication Arts	7	10	100.00%	10.00%	12.10%
Communication Arts	8	5	100.00%	20.00%	10.90%
Communication Arts	11	7	100.00%	0.00%	10.10%
Communication Arts	3-5	29	100.00%	13.79%	21.24%
Communication Arts	6-8	23	100.00%	8.70%	12.46%
Communication Arts	All	59	100.00%	10.17%	16.21%

Mathematics	3	9	100.00%	44.40%	28.90%
Mathematics	4	7	100.00%	0.00%	25.30%
Mathematics	5	13	100.00%	7.70%	20.80%
Mathematics	6	8	100.00%	0.00%	17.70%
Mathematics	7	10	100.00%	20.00%	14.10%
Mathematics	8	5	100.00%	20.00%	13.00%
Mathematics	10	6	100.00%	0.00%	10.40%
Mathematics	3-5	29	100.00%	17.24%	25.02%
Mathematics	6-8	23	100.00%	13.04%	14.88%
Mathematics	All	58	100.00%	13.79%	18.79%

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

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

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

Initial Evaluation Timelines (SPP 11)

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

Reporting Year	Number evaluated	Number within acceptable timelines	Percent within acceptable timelines*	State 2005-2006
2005-06	NA	NA	NA	92.02%

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

*Pending finalization of the Special Education Compliance review

Parent Survey Data (SPP 8)

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

Reporting Year	Total Responses	Number Agree/ Strongly Agree	% Agree/ Strongly Agree	State 2005-2006
2005-06	NA	NA	NA	NA

Source: MSIP Parent Advance Questionnaire

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

Suspension/Expulsion Data

Suspension/Expulsion Data (SPP 4a)

School Year 2005-2006	District					State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students		#	Rate per 100 students	#	Rate per 100 students	
Out-of-School Suspensions > 10 Days	0	0.0	2	0.3	0.00	928	0.7	2,819	0.4	1.95
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students		#	Rate per 100 students	#	Rate per 100 students	
Out-of-School Suspensions > 10 Days	0	0.0	2	0.3	0.00	1,010	0.8	3,016	0.4	1.99

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

is the number of students or incidents reported; rate is the rate per 100 students; Ratio is the rate for IEP/rate for nonIEP

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

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

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

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

	2003-04	2004-05	2005-06	*State 2005-06
Graduation data (SPP 1)				
Number of students with disabilities who graduated	3	4	7	6,276
Graduation rate for students with disabilities	42.86%	100.00%	100.00%	73.27%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	32	34	38	46,717
Number of students with disabilities who dropped out	4	0	0	2,290
Dropout rate for students with disabilities	12.50%	0.00%	0.00%	4.90%

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

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

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

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

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

*Totals exclude data reported by Dept of Corrections and Division of Youth Services

Secondary Transition Plans (SPP 13)

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

Reporting Year	Total Reviewed	Number Met	Percent Met*	State 2005-06
2005-06	NA	NA	NA	31.21%

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

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

* Pending finalization of the Special Education Compliance review

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

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

	2004 Graduates		2005 Graduates		State 2005 Graduates	
	#	%	#	%	#	%
4 - Year College	0	0.00%	1	25.00%	706	11.29%
2 - Year College	0	0.00%	0	0.00%	1,397	22.33%
Non - College	0	0.00%	0	0.00%	394	6.30%
Military	1	33.33%	0	0.00%	190	3.04%
Employment	2	66.67%	2	50.00%	2,223	35.53%
Other	0	0.00%	1	25.00%	627	10.02%
Unknown	0	0.00%	0	0.00%	497	7.94%
Total Employed / Continuing Education	3	100.00%	3	75.00%	4,910	78.48%
Total Follow-up	3	100.00%	4	100.00%	6,034	0.00%
Not reported	0	0.00%	0	0.00%	222	3.55%
Total Graduates	3	100.00%	4	100.00%	6,256	100.00%

Source: District reported data on Core Data Screen 08

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