

Missouri Department of Elementary and Secondary Education Special Education District Profile

LAWSON R-XIV (089-080)

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 (regular districts, charter schools and state operated programs) 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/SPPpage.html>

The purpose of this profile is to:

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

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

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

See <http://www.dese.mo.gov/divspeced/DataCoord/documents/DistrictProfileReviewGuide.pdf> for the Special Education Profile Review Guide

**Questions? Please contact the Special Education - Data Coordination at 573-751-7848
speddata@dese.mo.gov.**

SPP Targets and District Status 2010-2011

SPP Indicator*		District Data 2010-11	Target 10-11
Early Childhood Special Education Data (Table A)			
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%
Percent of children in ECSE who demonstrated improved: (SPP 7)			
Positive social-emotional skills:	Summary Statement 1	100.00%	Met ≥ 92.70%
	Summary Statement 2	100.00%	Met ≥ 55.60%
Acquisition and use of knowledge and skills:	Summary Statement 1	100.00%	Met ≥ 93.80%
	Summary Statement 2	85.71%	Met ≥ 42.40%
Use of appropriate behaviors to meet needs:	Summary Statement 1	100.00%	Met ≥ 90.70%
	Summary Statement 2	71.43%	Met ≥ 60.70%
Child Count and Educational Environment Data (Table B)			
Percent of children with IEPs inside regular class at ≥ 80% of the day (SPP 5A)		44.55%	Not Met ≥ 59.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)		2.73%	Met ≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5C)		0.00%	Met ≤ 3.50%
Was district identified as having disproportionality of racial/ethnic groups in special education or in specific disability categories that is the result of inappropriate identification? (SPP 9/10)		No	
Assessment Data (Table C)			
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3B)		100.00%	Met ≥ 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3B)		98.70%	Met ≥ 95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3C)		29.33%	Not Met ≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3C)		32.89%	Not Met ≥ 72.50%
Evaluation Data (Table D)			
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11) **		NA	NA = 100.00%
Parent Survey Data (Table E)			
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)		NA	NA ≥ 80.00%
Suspension/Expulsion Data (Table F)			
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)		No	
Was district identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)		No	
Secondary Transition Data (Table G)			
Graduation rate for students with disabilities (SPP 1)		100.00%	Met ≥ 81.20%
Dropout rate for students with disabilities (SPP 2)		0.00%	Met ≤ 4.80%
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%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	0.00%	Not Met ≥ 24.40%
	enrolled in higher education or competitively employed	0.00%	Not Met ≥ 46.90%
	total employed / continuing education	50.00%	Not Met ≥ 51.30%

* 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 conjunction with their MSIP review, so data is not available for all districts every year. For districts with data, the met/not met call for compliance indicators is pending finalization of the compliance desk review of district data

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Special Education Child Count and Participation Rates (A1)

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

Total Early Childhood 3-PK5				
	2008-09	2009-10	2010-11	State: 2010-11
Child Count	11	11	16	11,487
Participation Rate	4.96%	4.96%	7.22%	6.15%

Source: District reported data via MOSIS Student Core and census data (2003 estimates)

Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-PK5) (SPP 6) (A2)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2008-09		2009-10		2010-11		State 2010-2011
	#	%	#	%	#	%	%
<i>In the regular early childhood program:</i>	3	27.27%	0	0.00%	2	12.50%	56.88%
◆ at least 80% (not valid in 10-11)	3	27.27%	0	0.00%			
◆ 40-79% (not valid in 10-11)	0	0.00%	0	0.00%			
◆ less than 40% (not valid in 10-11)	0	0.00%	0	0.00%			
◆ 10+ hours with majority of sped services in:							
EC Program					0	0.00%	24.46%
Other Location					0	0.00%	21.02%
◆ less than 10 hours with majority of sped services in:							
EC Program					0	0.00%	5.48%
Other Location					2	12.50%	5.91%
Separate Class	7	63.64%	9	81.82%	12	75.00%	29.97%
Separate School	0	0.00%	1	9.09%	2	12.50%	1.62%
Residential Facility	0	0.00%	0	0.00%	0	0.00%	0.00%
Home	0	0.00%	0	0.00%	0	0.00%	1.11%
Service Provider location	1	9.09%	1	9.09%	0	0.00%	10.42%
Total Early Childhood	11	100.00%	11	100.00%	16	100.00%	100.00%

Source: District reported data via MOSIS Student Core

Percentage = Educational Environment / Total Early Childhood

Transition from First Steps (Part C) (SPP 12) (A3)

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	2006-07	2007-08	2008-09	2009-10	2010-11
Number referred and eligible	0	NA	NA	NA	NA
IEPs developed within acceptable timelines	0	NA	NA	NA	NA
Percent developed within acceptable timelines	NA	NA	NA	NA	NA
State % developed within acceptable timelines	93.13%	97.38%	95.00%	98.58%	99.46%

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

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Outcome Data (SPP 7) (A4)

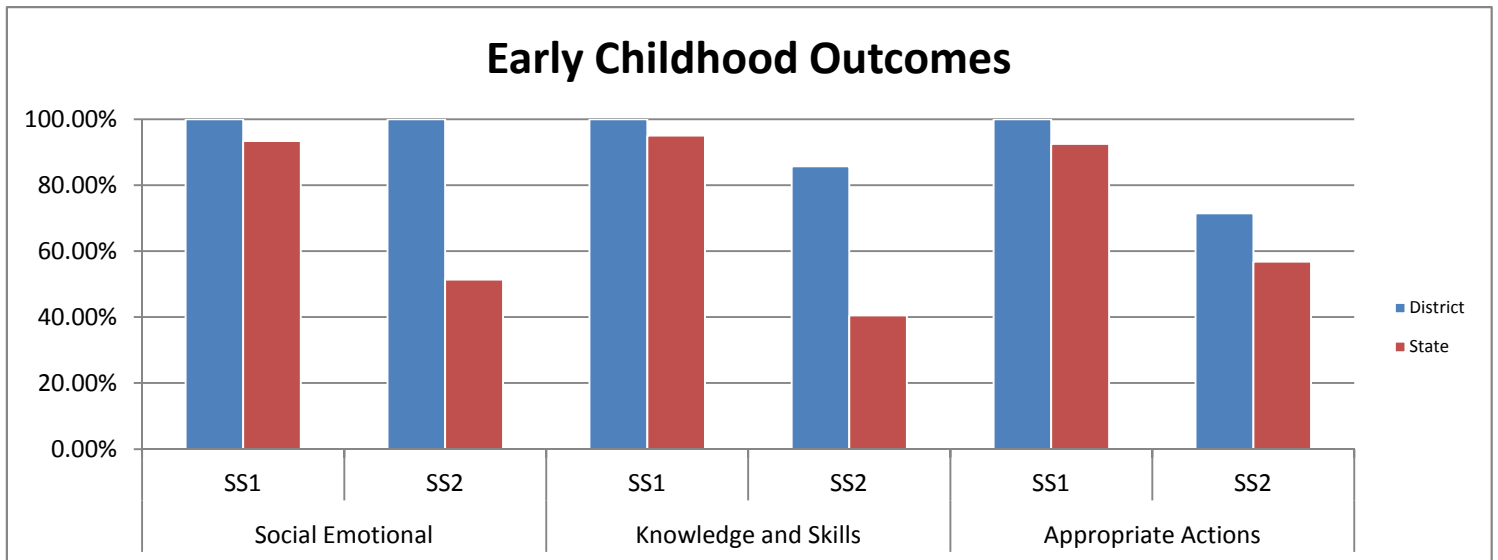
Districts are required to assess children's abilities when they enter and exit ECSE. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2010-2011 School Year Outcomes:	Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
	#	%	State %	#	%	State %	#	%	State %
a. did not improve functioning	0	0.00%	1.23%	0	0.00%	1.74%	0	0.00%	1.55%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	0	0.00%	3.89%	0	0.00%	2.70%	0	0.00%	4.12%
c. improved functioning to a level nearer to same-aged peers but did not reach	0	0.00%	43.49%	1	14.29%	55.03%	2	28.57%	37.50%
d. improved functioning to reach a level comparable to same-aged peers	5	71.43%	29.11%	4	57.14%	30.30%	3	42.86%	32.60%
e. maintained functioning at a level comparable to same-aged peers	2	28.57%	22.29%	2	28.57%	10.23%	2	28.57%	24.23%
Total:	7	100.00%	100.00%	7	100.00%	100.00%	7	100.00%	100.00%
Summary Statements									
1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited.		100.00%	93.42%		100.00%	95.05%		100.00%	92.52%
2. Percent of children who were functioning within age expectations by the time they exited.		100.00%	51.40%		85.71%	40.53%		71.43%	56.83%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core

Note: Excludes children who transferred districts (district totals) and children in ECSE less than 6 months



SS1=Summary Statement 1 (see above)

SS2=Summary Statement 2 (see above)

Child Count and Educational Environment Data - (Table B)

Child Count (5K-21) and Parentally-Placed Private School Students (PPPS) (B1)

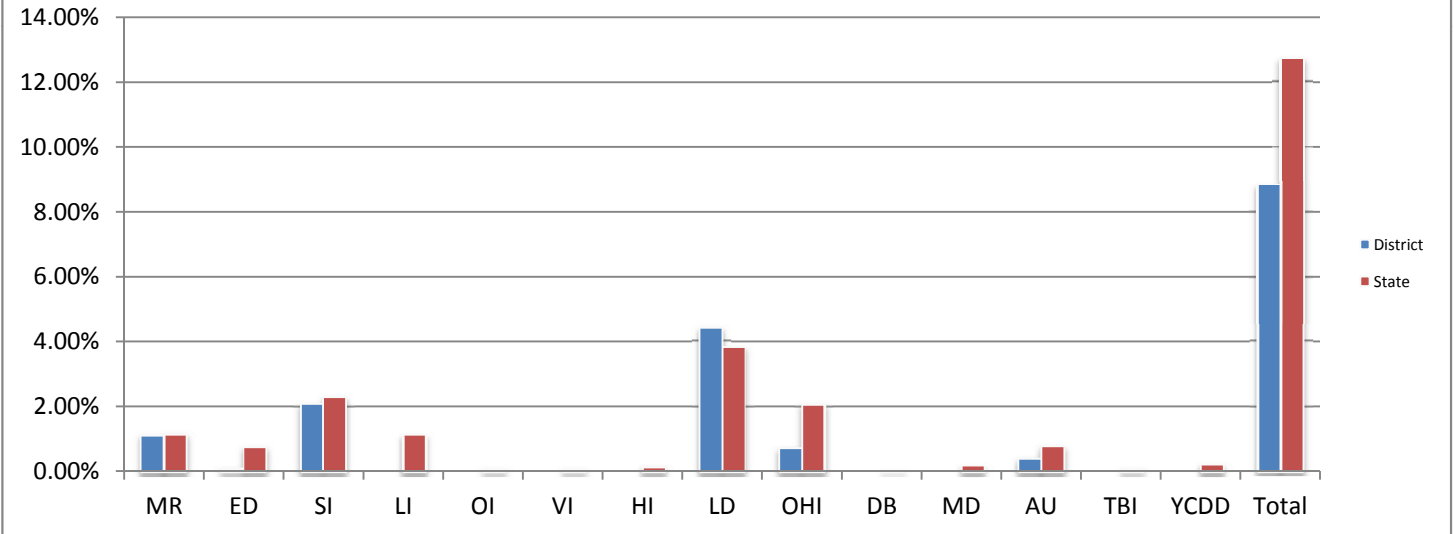
The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2010-11	State 2010-11
Mental Retardation	14	0	14	1.13%	1.16%
Emotional Disturbance	1	0	1	0.08%	0.75%
Speech Impairment	26	0	26	2.09%	2.30%
Language Impairment	0	0	0	0.00%	1.15%
Orthopedic Impairment	0	0	0	0.00%	0.06%
Visual Impairment	0	0	0	0.00%	0.05%
Hearing Impairment	0	0	0	0.00%	0.13%
Specific Learning Disabilities	55	0	55	4.42%	3.83%
Other Health Impairment	9	0	9	0.72%	2.08%
Deaf/Blindness	0	0	0	0.00%	0.00%
Multiple Disabilities	0	0	0	0.00%	0.17%
Autism	5	0	5	0.40%	0.79%
Traumatic Brain Injury	0	0	0	0.00%	0.05%
Young Child w/ Developmental Delay	0	0	0	0.00%	0.23%
Total	110	0	110	8.84%	12.75%

Source: District reported data via MOSIS Student Core Child Count data is as of December 1

Incidence rate = Total excluding PPPS / K-12 district enrollment

Special Education Incidence Rates



Percent of Students by Race/Ethnicity (SPP 9/10) (B2)

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

School Year: 2010-11	White %	Black %	Hispanic %	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	98.55%	0.24%	0.72%	0.32%	0.16%	0.00%	0.00%	100.00%
Total IEP Child Count (3-21)	97.62%	1.59%	0.00%	0.79%	0.00%	0.00%	0.00%	100.00%
Mental Retardation	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Emotional Disturbance	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Speech/Language Impairment	97.06%	2.94%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Specific Learning Disability	98.18%	0.00%	0.00%	1.82%	0.00%	0.00%	0.00%	100.00%
Other Health Impairment	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Autism	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Source: District reported data via MOSIS Student Core Child Count data is as of December 1

Child Count and Educational Environment Data - (Table B)

School-age Educational Environments (SPP 5) (B3)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

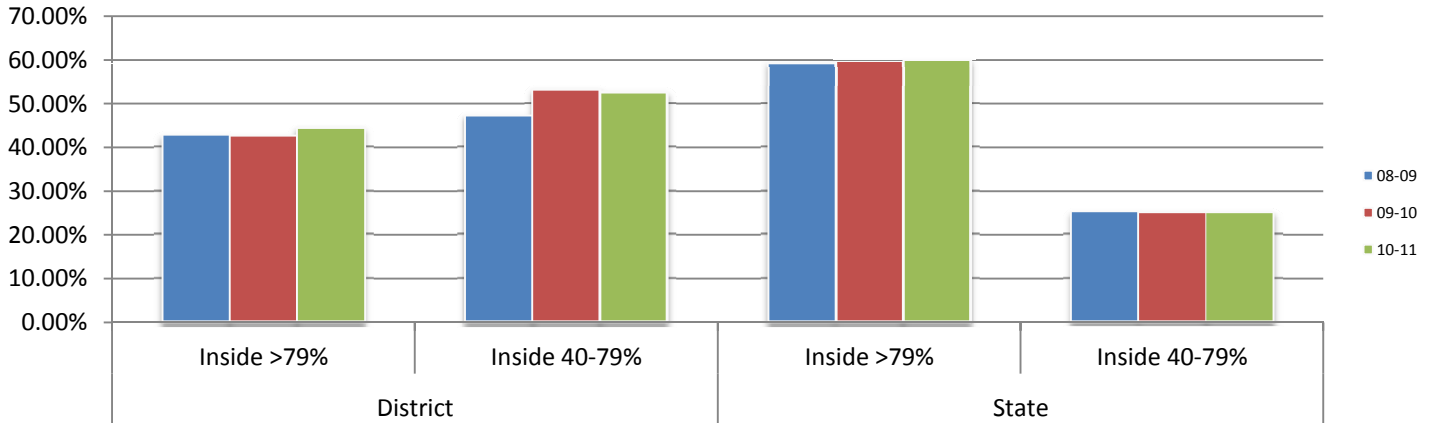
Placement Categories	2008-2009		2009-2010		2010-2011		State
	#	%	#	%	#	%	2010-2011
Inside Regular Class >79% (SPP 5a)	48	42.86%	52	42.62%	49	44.55%	59.95%
Inside Regular Class 40-79%	53	47.32%	65	53.28%	58	52.73%	25.17%
Inside Regular Class <40% (SPP 5b)	11	9.82%	5	4.10%	3	2.73%	9.38%
Private Separate (Day) Facility*	0	0.00%	0	0.00%	0	0.00%	0.58%
Public Separate (Day) Facility*	0	0.00%	0	0.00%	0	0.00%	1.38%
Homebound/Hospital*	0	0.00%	0	0.00%	0	0.00%	0.62%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.00%
Correctional Facility	0	0.00%	0	0.00%	0	0.00%	0.06%
Parentally Placed Private School	0	0.00%	0	0.00%	0	0.00%	1.95%
State Operated Separate School^	NA	NA	NA	NA	NA	NA	0.91%
Total School Age	112	100.00%	122	100.00%	110	100.00%	100.00%
Total of Separate Placements* (SPP 5c)	0	0.00%	0	0.00%	0	0.00%	3.49%

Source: District reported data via MOSIS Student Core.

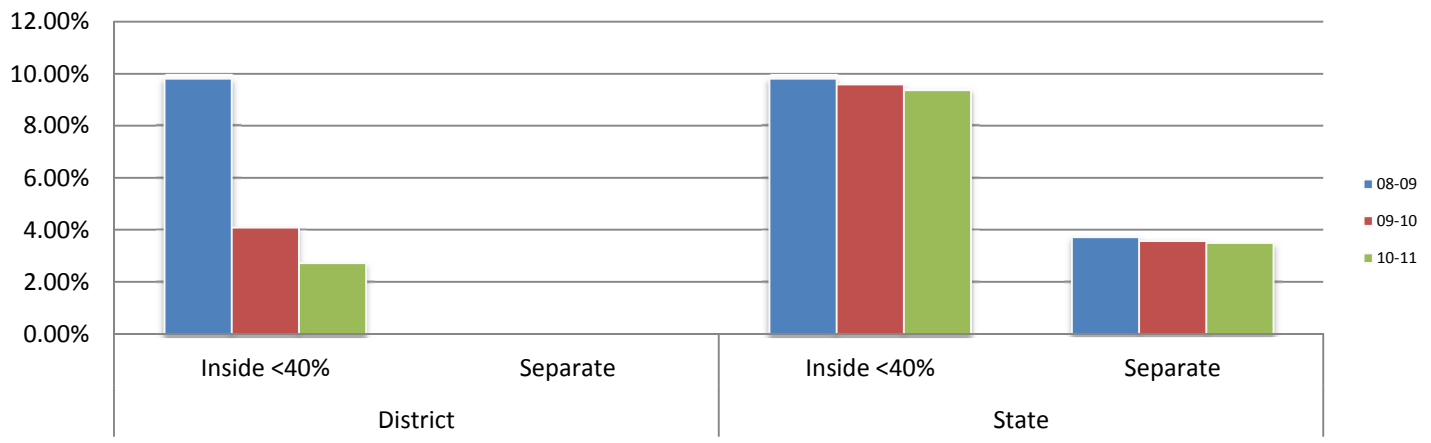
**"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated School

^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Educational Environments: Inside > 79% and Inside 40-79%



Educational Environments: Inside < 40% and Separate Placements



Student Assessment Data - (Table C)

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://mcds.dese.mo.gov/guidedinquiry/Pages/Federal-Accountability.aspx>

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two	
2010-11 - IEP MAP and MAP-A													
	Communication Arts							Mathematics					
3	10	10	1	100.0%	10.0%	28.5%	10	10	2	100.0%	20.0%	34.5%	
4	13	13	6	100.0%	46.2%	30.8%	13	13	7	100.0%	53.8%	33.6%	
5	13	13	3	100.0%	23.1%	27.9%	13	13	6	100.0%	46.2%	31.6%	
6	13	13	1	100.0%	7.7%	23.6%	13	13	2	100.0%	15.4%	30.5%	
7	13	13	4	100.0%	30.8%	21.7%	13	13	2	100.0%	15.4%	25.4%	
8	10	10	5	100.0%	50.0%	21.1%	10	10	3	100.0%	30.0%	22.3%	
HS	3	3	2	100.0%	66.7%	34.2%	5	4	3	80.0%	75.0%	27.1%	
3-5	36	36	10	100.0%	27.8%	29.1%	36	36	15	100.0%	41.7%	33.2%	
6-8	36	36	10	100.0%	27.8%	22.2%	36	36	7	100.0%	19.4%	26.2%	
All	75	75	22	100.0%	29.3%	26.8%	77	76	25	98.7%	32.9%	29.5%	
2009-10 - IEP MAP and MAP-A													
	Communication Arts							Mathematics					
3	16	16	3	100.0%	18.8%	27.5%	16	16	4	100.0%	25.0%	33.7%	
4	14	14	2	100.0%	14.3%	29.9%	14	14	3	100.0%	21.4%	32.9%	
5	14	14	4	100.0%	28.6%	28.2%	14	14	2	100.0%	14.3%	31.4%	
6	17	17	3	100.0%	17.6%	21.4%	17	17	3	100.0%	17.6%	27.6%	
7	9	9	1	100.0%	11.1%	20.1%	9	9	4	100.0%	44.4%	25.7%	
8	14	14	1	100.0%	7.1%	20.5%	14	14	2	100.0%	14.3%	22.7%	
HS	7	7	0	100.0%	0.0%	36.0%	1	1	1	100.0%	100.0%	28.3%	
3-5	44	44	9	100.0%	20.5%	28.6%	44	44	9	100.0%	20.5%	32.7%	
6-8	40	40	5	100.0%	12.5%	20.7%	40	40	9	100.0%	22.5%	25.4%	
All	91	91	14	100.0%	15.4%	26.1%	85	85	19	100.0%	22.4%	29.1%	
2008-09 - IEP MAP and MAP-A													
	Communication Arts							Mathematics					
3	12	12	2	100.0%	16.7%	26.4%	12	12	4	100.0%	33.3%	31.4%	
4	12	12	2	100.0%	16.7%	27.4%	12	12	2	100.0%	16.7%	29.5%	
5	19	19	5	100.0%	26.3%	25.2%	19	19	4	100.0%	21.1%	25.8%	
6	12	12	2	100.0%	16.7%	19.4%	12	12	5	100.0%	41.7%	24.9%	
7	12	12	0	100.0%	0.0%	18.4%	12	12	3	100.0%	25.0%	23.6%	
8	7	7	1	100.0%	14.3%	16.7%	7	7	0	100.0%	0.0%	18.5%	
HS	6	6	0	100.0%	0.0%	32.7%	2	2	1	100.0%	50.0%	27.4%	
3-5	43	43	9	100.0%	20.9%	26.4%	43	43	10	100.0%	23.3%	30.3%	
6-8	31	31	3	100.0%	9.7%	18.2%	31	31	8	100.0%	25.8%	24.8%	
All	80	80	12	100.0%	15.0%	22.9%	76	76	19	100.0%	25.0%	26.2%	

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

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

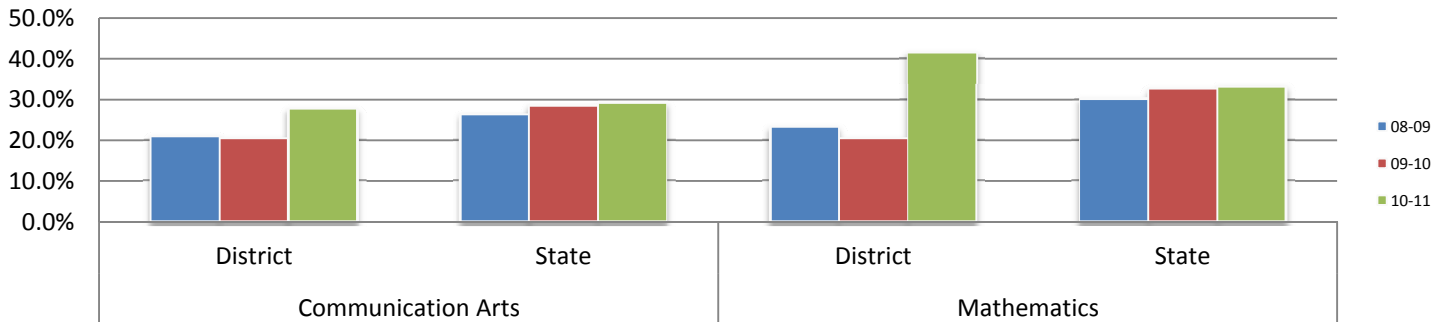
Participation Rate (Part Rate) = Reportable / Accountable

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

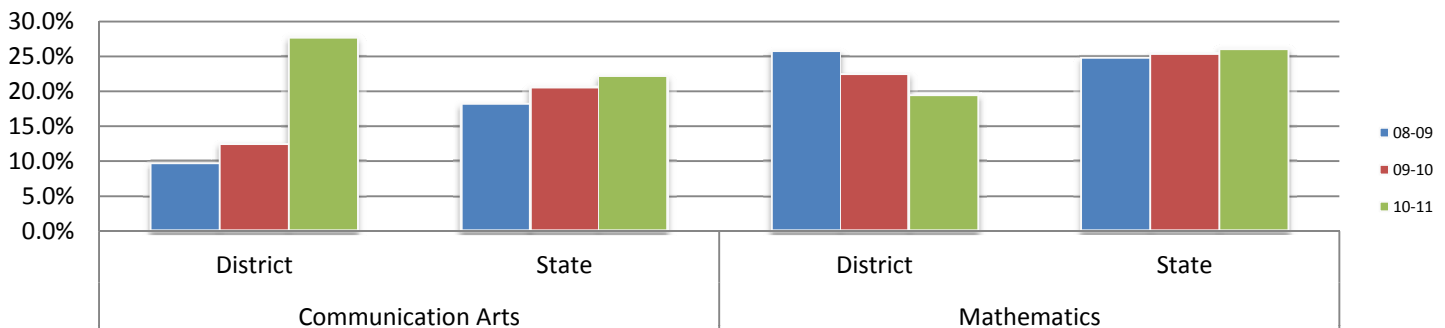
HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Student Assessment Data - (Table C)

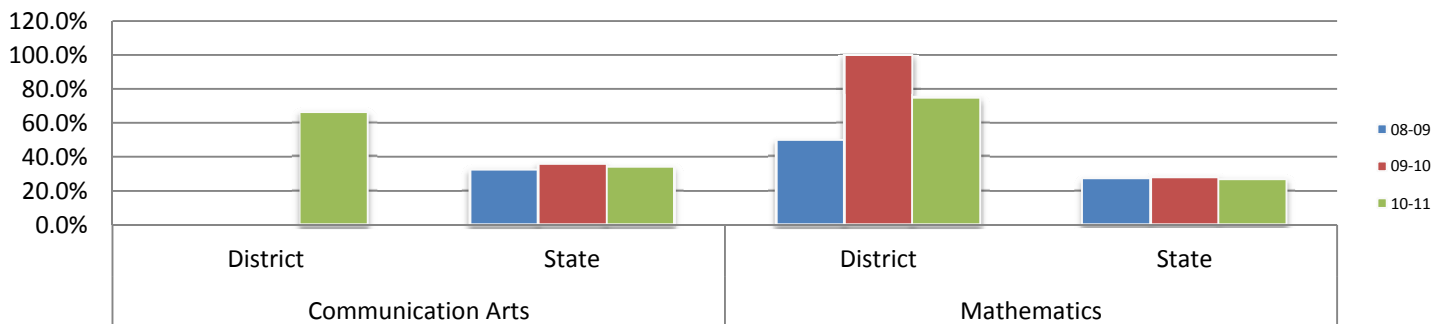
MAP IEP Grades 3-5 Top 2 Percent



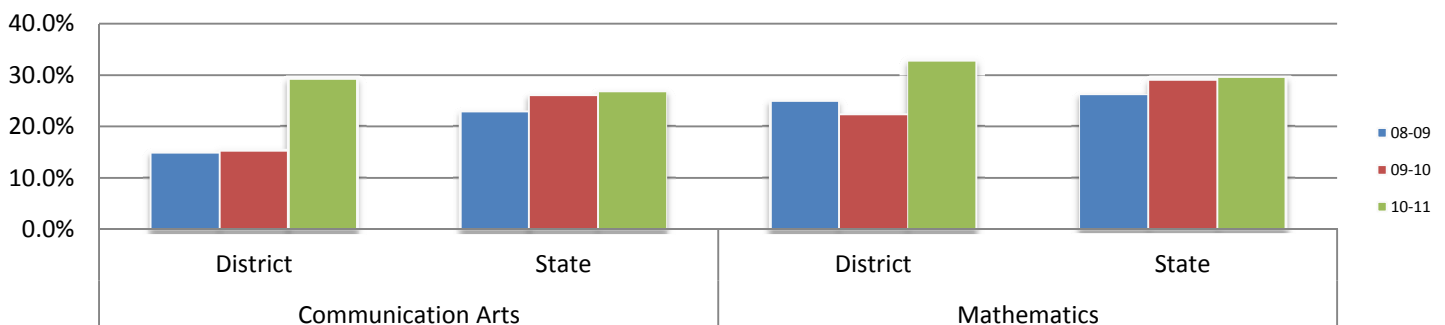
MAP IEP Grades 6-8 Top 2 Percent



MAP IEP High School Top 2 Percent



MAP IEP All Grades Top 2 Percent



HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data - (Tables D, E, and F)

Initial Evaluation Timelines (SPP 11) (Table D)

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

Reporting Year	2006-07	2007-08	2008-09	2009-10	2010-11
Number evaluated	3	NA	NA	NA	NA
Number within acceptable timelines	3	NA	NA	NA	NA
Percent within acceptable timelines	100.00%	NA	NA	NA	NA
State % within acceptable timelines	93.72%	96.59%	97.75%	96.76%	97.75%

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

Parent Survey Data (SPP 8) (Table E)

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	2006-07	2007-08	2008-09	2009-10	2010-11
Total Responses	NA	37	NA	NA	NA
Number Agree/Strongly Agree	NA	32	NA	NA	NA
% Agree/Strongly Agree	NA	86.5%	NA	NA	NA
State % Agree/Strongly Agree	69.42%	72.18%	69.55%	69.25%	71.39%

Source: MSIP Parent Advance Questionnaire

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

Suspension/Expulsion Data (SPP 4A) (Table F)

School Year 2010-2011	Students with Disabilities			Non Disabled Students			District	State
	District		State	District		State	Ratio of IEP : NonIEP rate	Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Rate per 100 students	Number	Rate per 100 students	Rate per 100 students		
Student Counts								
OSS - All	5	3.97	11.47	36	3.22	6.39	1.23	1.79
OSS > 10 Days	0	0.00	2.32	0	0.00	1.15	NA	2.02
ISS - All	22	17.46	14.73	127	11.36	9.89	1.54	1.49
ISS > 10 Days	1	0.79	1.76	0	0.00	0.87	NA	2.04
Total OSS and ISS	27	21.4	26.20	163	14.58	16.29	1.47	1.61
Incident Counts								
OSS - All	5	3.97	23.88	49	4.38	11.56	0.91	2.07
OSS > 10 Days	0	0.00	2.42	0	0.00	1.20	NA	2.02
American Indian	0	0.00	0.58	Note: the ratios for the racial/ ethnic groups use the Non- Disabled OSS>10 days for all races as the comparison group			NA	0.48
Asian	0	0.00	1.27				NA	1.06
Black	0	0.00	6.96				NA	5.80
Hispanic	0	0.00	1.30				NA	1.09
Multi Racial	0	0.00	3.23				NA	2.69
Pacific Islander	0	0.00	1.30				NA	1.08
White	0	0.00	1.33				NA	1.11
ISS - All	54	42.86	38.87	269	24.06	23.3	1.78	1.67
ISS > 10 Days	1	0.79	1.79	0	0.00	0.9	NA	2.04
Total OSS and ISS	59	46.83	62.75	318	28.44	34.8	1.65	1.80

Source: District reported data via MOSIS Discipline and MOSIS Student Core.

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 3-21 child count excluding PPPS

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

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

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

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

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data - (Table G)

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2) (G1)

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

	2008-09	2009-10	2010-11	*State 2010-11
Graduation data (SPP 1)				
Number of students with disabilities who graduated	3	2	1	7,027
Graduation rate for students with disabilities	75.00%	100.00%	100.00%	81.50%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	30	20	29	40,094
Number of students with disabilities who dropped out	1	0	0	1,595
Dropout rate for students with disabilities	3.33%	0.00%	0.00%	3.98%

Source: District reported data via MOSIS Student Core and MOSIS Enrollment and Attendance

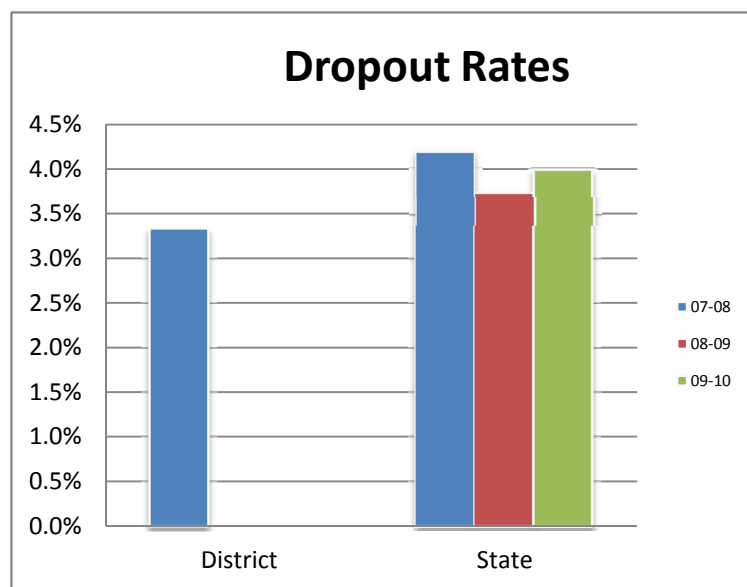
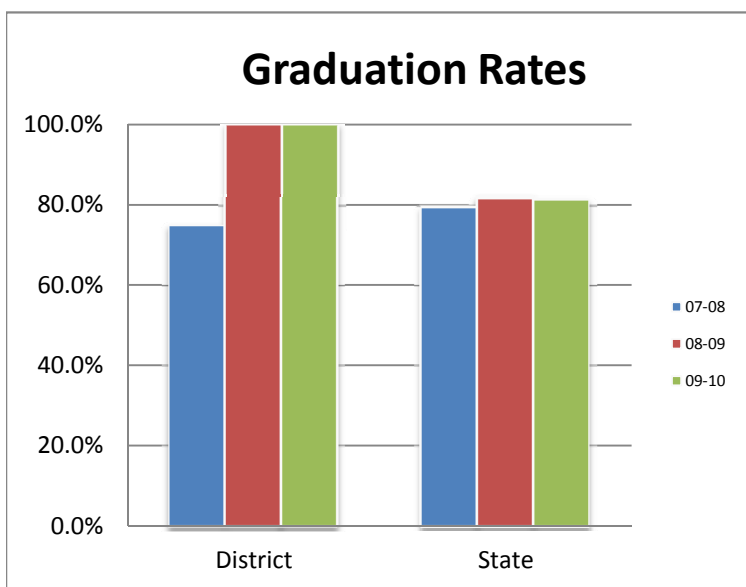
Graduation rate = Graduates / (Graduates + Dropouts) x 100

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

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

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

*Totals exclude data reported by Dept of Corrections



Secondary Transition Plans (SPP 13) (G2)

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	2006-07	2007-08	2008-09	2009-10	2010-11
Total Reviewed	3	NA	NA	NA	NA
Number Met	3	NA	NA	NA	NA
Percent Met*	100.00%	NA	NA	NA	NA
State	73.65%	82.50%	88.38%	91.31%	79.61%

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

Secondary Transition Data - (Table G)

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14) (G3)

Districts are required to follow-up for special education graduates and dropouts from the previous year. The following table indicates the district-reported data.

Follow-up reported 2009-2010		09-10 Graduates		09-10 Dropouts		Total		State
		#	%	#	%	#	%	%
(1) 2 YR College	completed at least one term	0	0.0%	0	NA	0	0.0%	22.5%
(2) 4 YR College		0	0.0%	0	NA	0	0.0%	7.9%
(3) Non College		1	50.0%	0	NA	1	50.0%	3.1%
(4) Employed (Competitively)	at least 20 hrs per week for 90 days	0	0.0%	0	NA	0	0.0%	21.3%
(5) Employed (Not Competitively)		0	0.0%	0	NA	0	0.0%	2.4%
(6) Military		0	0.0%	0	NA	0	0.0%	1.7%
(7) Other		1	50.0%	0	NA	1	50.0%	14.0%
(8) Continuing Education - did not complete one term		0	0.0%	0	NA	0	0.0%	3.7%
(9) Employed - less 20 hrs per week or 90 days		0	0.0%	0	NA	0	0.0%	3.6%
(10) Unknown		0	0.0%	0	NA	0	0.0%	19.8%
(11) Not Available		0		0		0		
Total (excludes Not Available)		2	100.0%	0	NA	2	100.0%	100.0%
A. Enrolled in higher education*		0	0.0%	0	NA	0	0.0%	30.4%
B. Enrolled in higher education or competitively employed*		0	0.0%	0	NA	0	0.0%	53.4%
C. Total Employed / continuing Education*		1	50.0%	0	NA	1	50.0%	58.9%

Source: District reported data via MOSIS February Follow-up

***Summary Calculations**

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]

