

Indicator Review 2016

SPP/APR

- SPP – State Performance Plan
 - Establishes baseline data and sets targets through 2014-2015 school year for 17 Indicators
- APR – Annual Performance Report
 - Annual report of Statewide performance
 - Met/Not Met for all 17 Indicators
 - Indicators 15-20 are State-level Indicators

What year?

- SPP/APR years are referenced by the Federal Fiscal Year (FFY)
 - FFY 2014 = School Year 2014-2015
 - Some Indicators lag a year
 - FFY 2014 APR submitted April 15, 2016
 - IDEA Project Application Self Assessment (Due in Summer 2016)

Compliance vs. Results

- Compliance Indicators:
 - Disproportionality and Significant Discrepancy (Indicators 4b, 9 and 10)
 - Timelines (Indicators 11 and 12)
 - Transition Services (Indicator 13)

Compliance vs. Results

- Results Indicators:
 - Transition (Indicators 1, 2 and 14)
 - Discipline (Indicator 4a)
 - LRE/Placement (Indicators 5 and 6)
 - Assessment (Indicators 3 and 7)
 - Parent Involvement (Indicator 8)

Indicator 1

Graduation

- Who?
 - Students in the 4-year cohort who graduated with a regular diploma
- Where does the data come from?
 - MSIS (Graduation codes)
 - Data lags a year
- What do I need to do?
 - Verify graduate information in MSIS
- When is it collected?
 - End of school year

Indicator 2

Dropout

- Who?
 - Students that dropped out
- Where does the data come from?
 - MSIS (coded as dropouts)
 - Data lags a year
- What do I need to do?
 - Verify dropout data in MSIS
- When is it collected?
 - End of school year

Indicator 3

AMO/Assessment

- Who?
 - Students who should participate in Statewide assessments
- Where does the data come from?
 - Statewide assessment results
- What do I need to do?
 - Meet assessment collection requirements
- When is it collected?
 - At each assessment

Indicator 4

Significant Discrepancy/Discipline

- Who?
 - Students who have been suspended/expelled for more than 10 days
- Where does the data come from?
 - MSIS (discipline/incident data)
 - Data lags a year
- What do I need to do?
 - Verify MSIS data (duration, start/end dates, codes)
 - Follow appropriate policies and procedures
- When is it collected?
 - Every month

Indicator 4 Student Roster Report

Roster of students, separated by Special Education and Regular Ed, who have more than 10 days of suspensions/expulsions

Indicator 4 Student Listing Report				
2013 - 2014				
				MSIS
June 3, 2014		Page 3 of 25		
Tuesday, 02:20 PM				
SPECIAL EDUCATION STUDENTS				
DISTRICT: [REDACTED]				
SCHOOL: 0 [REDACTED]				
MSIS ID	NAME	RACE	GENDER	DAYS SUSP/EXP
[REDACTED]	[REDACTED]	B	M	25
SCHOOL TOTAL: 1				
SCHOOL: [REDACTED]				
MSIS ID	NAME	RACE	GENDER	DAYS SUSP/EXP
[REDACTED]	[REDACTED]	B	M	12
[REDACTED]	[REDACTED]	B	M	12
[REDACTED]	[REDACTED]	B	M	11
[REDACTED]	[REDACTED]	B	M	11
[REDACTED]	[REDACTED]	B	M	13

Indicator 5

LRE

- Who?
 - Students age 6-21
- Where does the data come from?
 - MSIS
- What do I need to do?
 - Verify MSIS data (teacher and student schedules, LRE calculated placement)
- When is it collected?
 - Child Count Day

Indicator 5

- Indicator 5a
 - SA Placements - Inside regular class 80% or more of day
- Indicator 5b
 - SC Placements - Inside Regular Class Less Than 40% Of Day
- Indicator 5c
 - SD - Separate School
 - SF - Residential Facility
 - SH - Home/Hospital

NOTE: Resourced (SB) students are not part of APR calculations, but are included in CEIS

Indicator 6

Preschool LRE

- Who?
 - Students age 3-5
- Where does the data come from?
 - MSIS
- What do I need to do?
 - Verify MSIS data (User-entered placement)
- When is it collected?
 - Child Count Day

Indicator 6

- Indicator 6a
 - PI – Services Regular Early Childhood Program (at least 10 hours)
 - PK - Services Regular Early Childhood Program (less than 10 hours)
- Indicator 6b
 - PE – Residential Facility
 - PF – Separate School
 - PG - Separate Class

Distinction for Indicators 5 and 6

- Enter a school age code if the child will be 6 years old on or before Child Count Day.
- Enter a preschool code if the child will be turning 6 years old after Child Count Day.
- MSIS will allow a school age entry for a 3-5 year old. Make sure to **ONLY** enter a school age code if the child will be 6 years old on or before Child Count Day.

Indicator 7

Preschool Assessment

- Who?
 - Students age 3-5 as of Child Count Day
- Where does the data come from?
 - BDI-2 Data Manager Website
- What do I need to do?
 - Administer screener to 3-5 year olds who enter and exit early childhood program
- When is it collected?
 - Year-round (data must be entered by June 30th)

Indicator 7

Webinar and report instructions are on our website (SPP/APR page) listed under District Resources

District Resources

- Opportunity for Clarification Forms
 - Indicator 11
 - Indicator 12
- Indicator Tree of Influence
- Checklist for Indicators 11-14
- BDI-2 Procedures
- Indicator 7: How to run BDI-2 Reports
- Post-Secondary Student Survey Protocol
- APR Quick Reference Guide
- SPP/APR Yearly Calendar
- Indicator 13 Monitoring Protocol

BDI-2 Webinar Training (Indicator 7)

- Data Manager/Data Entry Training

Indicator 7

- Administer screener, not full assessment
- Only administer upon Entrance and Exit in early childhood program, not twice a year
- Designate in BDI-2 Data Manager which assessment is the Entry and which assessment is the Exit in the Program Note field
- Notify us of transfers
 - Must track students over multiple years
- Contact MDE OSE if you need help with user accounts, student transfers, protocol mailings, etc.

Preschool Roster Report

- Lists all students age 3-5 (as of the Child Count day) who are currently marked as special education students
- Used to help identify the students who should be given the BDI-2 screener

Special Education Preschool Roster Report					
Year 2011-2012					
MSIS					
August 21, 2012 Tuesday, 01:15 PM		4820 - ABERDEEN SCHOOL DIST		Page 1 of 2	
District 4820		ABERDEEN SCHOOL DIST			
School 006		ABERDEEN ELEMENTARY SCHOOL			
MSIS ID	NAME	DOB	GENDER	AGE ON CHILD COUNT DAY	RACE
000001	000001 000001	000001	M	5	Black or African American
000002	000002 000002	000002	F	5	Black or African American
000003	000003 000003	000003	M	5	Black or African American
000004	000004 000004	000004	M	5	Black or African American
000005	000005 000005	000005	M	5	Black or African American
000006	000006 000006	000006	F	4	Black or African American
000007	000007 000007	000007	M	5	Black or African American
000008	000008 000008	000008	M	5	Black or African American
000009	000009 000009	000009	F	5	Black or African American

Indicator 7

- Possible Entry events
 - Age 3-5 new ruling
 - Age 3-5 out-of-State transfer
 - Part C to B transfer-eligible 3-year-old
- Possible Exit events
 - Exiting early childhood (Turning 6 years old)
 - No longer eligible for services
 - No longer receiving services
 - Moving out of State

Indicator 7

- Exit screener must be given before child turns 6 years old
- There must be at least 6 months between Entry and Exit screeners
- If the Entry event is within 6 months of the 6th birthday, screeners are not required for that child
- Entry screeners were marked for existing children (SY 2014-15) in BDI-2 Data Manager

Indicator 7

- For each screener in BDI-2 Data Manager, click on the Program Note link and select “Entry” or “Exit” in the “Program Note 2” drop-down field
- Riverside will not look at the other Program Note fields when pulling data for Indicator 7
- Enter MSIS IDs in the Child ID field to help track students for multiple years
- Protocols will be mailed once a year at beginning of school year

BDI-2 Data Manager

Battelle Developmental Inventory
2nd edition

Home | Hierarchy Organization | Staff Administration | **Child Administration** | Reports | Import/Export

Use this page to view a list of assessments administered to a child and to edit or add assessments to a record.

To view only complete assessments, click **Complete Assessment** button. To view all the assessments for the child, click **All Deleted** button.

To add a new assessment to the record, click the **New Complete Assessment** button. To add a new assessment to the record, click the **New Screener** button.

To merge assessment information, click the check boxes **Merge Selected** button.

Note: You cannot undo a merge after it has been completed.

To delete an assessment from the child's record, click the **Delete** button. To undelete an assessment, click the **Undelete** icon. Click **OK** button to remove the assessment from the record.

To access Program Notes from the Assessment(s) page, click **Program Note(s)**.

Complete Assessment
 Screener
 Deleted
 All

Program Note (Maximum 25 characters)

Program Note 2: [Dropdown Menu]

- Part C Entry
- Part C Exit
- Transition
- Part B Entry
- Part B Exit
- Entry
- Exit
- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Merge Selection	First Date	Retest	Instrument	ADP	P-S	COM	MOT	CGG		
<input type="checkbox"/>	4/9/2008	-	Screener	X	-	X	X	-		Program Note
<input type="checkbox"/>	11/29/2007	-	Screener	X	-	X	X	-	-	Program Note

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BDI-2 Data Manager

- When adding a new child or assessing an existing child, enter the MSIS ID in the Child ID field in the BDI-2 Data Manager.
- To add the MSIS ID for an existing child, click the 'Edit' button next to the child's name in the BDI-2 Data Manager under the View Roster or Search Child menu.

Action Icons: Edit:  Delete:  Assessment:  Report:  Head Start Notes: 

Merge	Last Name	First Name	Gender	Child ID	Birth Date	Actions
<input type="checkbox"/>	SMITH	JOHN	MALE	123456789	11/11/11	    
<input type="checkbox"/>	SMITH	JANE	FEMALE	123456789	11/11/11	    
<input type="checkbox"/>	SMITH	JOHN	MALE	123456789	11/11/11	    
<input type="checkbox"/>	SMITH	JANE	FEMALE	123456789	11/11/11	    

Indicator 8

Parent Involvement

- Who?
 - Parents of all students receiving services
- Where does the data come from?
 - Parent Survey Website
- What do I need to do?
 - Have parents complete survey online during IEP Meetings or other on-site meetings
- When is it collected?
 - June 30

Indicator 9

Disproportionate Representation

- Who?
 - All students with disabilities
- Where does the data come from?
 - MSIS (Child Count)
- What do I need to do?
 - Verify data in MSIS
 - Follow policies, procedures, and practices to ensure appropriate identification
- When is it collected?
 - Child Count Day

Indicator 10

Disproportionate Representation by Disability

- Who?
 - All students with disabilities
- Where does the data come from?
 - MSIS (Child Count)
- What do I need to do?
 - Verify data in MSIS
 - Follow policies, procedures, and practices to ensure appropriate identification
- When is it collected?
 - Child Count Day

Indicator 11

Child Find/60-day timeline

- Who?
 - Students for whom parental consent to evaluate is obtained
- Where does the data come from?
 - MSIS (Child Find Screen)
- What do I need to do?
 - Enter data on Child Find Screen for all students for whom parental consent to evaluate is obtained
- When is it collected?
 - Throughout the school year/ Final collection June 30

Child Find (Indicator 11)

- Child Find Screen should be updated throughout the school year. Data should be as up-to-date as possible.
- Enter data for all students for whom parental consent to evaluate is obtained.
- Evaluations that span more than one school year (i.e. begins in May or June) must be updated after MSIS is available again in July. You will need to change the school year to last year and finish entering data.
- If a student is on the Child Find screen that is not an initial evaluation, select the reason from the drop-down list.
- Don't forget to enter those students who are tested, but are found not eligible (exception Pre-K students) or whose parents refuse services.

Child Find Screen

School Year: 2009-2010
 District Name: [District Name]
 School Name: [School Name]

Search By: Last Name [] MSIS ID []

"Yes" when special education indicator is "Y"
"Yes" when referred to Intervention

MSIS ID	Last Name	First Name	MI	SSN	Birthdate	Spec Ed	Inter. Ref.	Part C to B
00	E	TRAVIS	M	62-PL-0000	11-20-2007	N	N	N
00	E	FRANK	M	62-PL-0000	04-17-2007	N	N	N
00	E	ALYSA	M	62-PL-0000	12-07-2007	N	Y	N
00	E	WALTER	M	62-PL-0000	06-25-2007	N	N	N
00	E	COEY	M	62-PL-0007	10-24-2004	N	N	N
00	E	JADA	M	62-PL-0011	06-09-2004	N	N	N
00	E	STELLA	M	62-PL-0008	04-17-2007	N	N	N
00	E	JANARD	M	62-PL-0000	04-15-2007	N	N	N

"Yes" when referred from Part C

Query by Last Name or MSIS ID

Child Find Screen

Mississippi Student Information System : Child Find Update

File Interfaces Maintenance Modules Reports Security Query Block Help

Select District/School Select Student Update Student

School Year	District	School	MSIS ID	Last Name	First Name	MI	SSN
2012	4820	006					
Grade							
Birthdate	Level	Race	SpecED Ind	Part C to B	Inter. Ref.		
			Y	N	N		

Non-Initial (Please select)

MET Referral Date: 02-06-2013
 MET Response: Referred for Comprehensive Assessment
 MET Response Date: 02-06-2013

Parental Consent To Evaluate: Yes
 Parental Consent To Evaluate Date: 02-06-2013
 Evaluation Date: 04-22-2013
 Eligibility Decision: Yes
 Eligibility Decision Date: 04-24-2013
 Parent Permission to Serve: Yes
 IEP Date: 05-21-2013

Allowable Exception: Parent repeatedly failed to produce ch...

Child Find Screen

Non-Initial - Indicates why a student will not have information entered on the Child Find screen

Non-Initial options:

- Ruled in prior school year
- Ruled by another district
- Moved out of state
- Accepted out-of-state evaluation

Child Find Screen

MET Referral Date - the date a student is referred from TST for testing

MET Response has 3 options:

- Referred Back to TST
- Remains in Regular Education
- Referred for Comprehensive Evaluation

MET Response Date - required if a MET Response is chosen

Child Find Screen

Parental Consent to Evaluate - Yes or No

Parental Consent to Evaluate Date - the date consent was obtained or declined. The Parental Consent to Evaluate Date is required if Parental Consent to Evaluate is selected.

Evaluation Date – date that evaluation was completed. Compliance for the 60-day timeline will begin with the Parental Consent to Evaluate Date and end with the Evaluation Date. This will be the date on the evaluation report.

Eligibility Decision - Yes or No

Eligibility Decision Date - required if Eligibility Decision entered

Child Find Screen

- Evaluation Date turns red if an Evaluation Date more than 60 days beyond the Parental Consent to Evaluate Date is entered.
- **NOTE: that the 60 day timeline is calendar days and not school days. Holidays and weekends are counted in the 60 days.**
- If the 60-day timeline is missed, you may select one of the **Allowable Exceptions** to the timeline if it applies to the student's evaluation.
 - SLD written mutual agreement
 - Parent repeatedly failed to produce child
 - Child moved during process

Child Find Screen

- **Parent Permission to Serve**

Yes - determined that the child is eligible and received consent from the parent to serve

No - parent does not want the child served - will be the last item entered on this screen

- **IEP Date** - date of the initial IEP developed for the child – turns red if date not within 30 calendar days of Eligibility Date

DO NOT update this screen with Eligibility re-evaluation or IEP revision dates. Continue to use the Student Update screen for those updates.

Child Find Screen

- Once it is determined that this is a child that will be served
 - Set the SPED Indicator to Yes in the school package
 - Send in a Daily Student Data (DSD) file with the student (making sure that the file is a success)
 - OR
 - wait and send the data in the Monthly Student Data (MSD) file
- Once the Special Ed Indicator is set to Y in MSIS, the required data can be entered on the Student Update Screen.
- Some of the same information entered on the Child Find Screen will be entered on the Student Update Screen.
 - For example, the Eligibility Date and the IEP Date, will be entered twice in MSIS for the first time. But once entered on the Child Find Screen, won't come back to that screen again for the student.

Child Find Compliance Report

Child Find Compliance Report

2011 - 2012

October 1, 2012
Monday, 11:17 AM

Page 8 of 8

MSIS ID	Last Name	First Name	MI	Date of Birth	PCE Date	Evaluation Date	Eligibility Decision Date	IEP Date	Indicators			Ind 12 Part C to B Compliance	Ind 11 Evaluation Compliance	IEP Compliance	Non-Initial	Allowable Exception
									Int. Ref.	C to B	SPED					
District# 4100 District Name: Lee Co School District																
School# 500 School Name: SPED NON-PUBLIC																
					18-NOV-11		17-JAN-12	17-JAN-12						N		Y
					12-OCT-11		15-NOV-11	15-NOV-11						N		Y
					13-OCT-11		14-NOV-11	14-NOV-11						N		Y
					13-DEC-11		23-JAN-12	23-JAN-12	Y	Y		Y		N		Y
					08-FEB-12		09-MAR-12	09-MAR-12	Y	Y		Y		N		Y
					05-MAR-12		27-APR-12	27-APR-12						N		Y
					23-APR-12		17-MAY-12	17-MAY-12						N		Y
					26-AUG-11		21-SEP-11	21-SEP-11						N		Y
					13-OCT-11		16-NOV-11	16-NOV-11						N		Y
					07-OCT-11		14-NOV-11	14-NOV-11						N		Y
					20-APR-12		17-MAY-12	17-MAY-12	Y	Y		Y		N		Y
					19-AUG-11		30-SEP-11	30-SEP-11						N		Y
					12-SEP-11		17-OCT-11	17-OCT-11						N		Y
					12-OCT-11		15-NOV-11	15-NOV-11						N		Y
					03-OCT-11		24-OCT-11	24-OCT-11	Y	Y		Y		N		Y
					28-OCT-11		18-NOV-11	18-NOV-11						N		Y
					08-AUG-11		23-AUG-11	23-AUG-11						N		Y

Part C to B Not Eligible

District#	District Name	School#	School Name	Last Name	First Name	Date of Birth	Not Eligible Date	Is Compliant
4100	Lee Co School District						18-APR-12	Y
4100	Lee Co School District						28-OCT-11	Y
4100	Lee Co School District						28-JUN-11	Y

Child Find Compliance Report

Ind 12 Part C to B Compliance

Students who have the Part C to B Referral Indicator marked:

- Yes - IEP date is before or on their 3rd birthday
- No - IEP date is after the 3rd birthday or if that birthday has passed and no IEP date has been entered.
- Blank - if it doesn't apply to the student

This indicator is part of the calculation that is used to determine compliance with Indicator 12 of the State Performance Plan/Annual Performance Plan, or SPP/APR. That indicator is the requirement to have IEPs developed and implemented by the 3rd birthday for children referred from Part C to Part B.

Child Find Compliance Report

Ind 11 Evaluation Compliance

Indicates whether or not the evaluation was done within 60 calendar days of the Parent Consent to Evaluate Date.

- Yes - student has an Evaluation Date that is within 60 days of Parental Consent to Evaluate Date
- No - the Evaluation Date is more than 60 days past the Parent Consent to Evaluate Date, or if the 60 days have passed and the Evaluation Date has not been entered yet
- Blank – does not apply to the student. For example, if the consent has not been entered yet, or if parental consent was not given.

This indicator is part of the calculation that is used to determine compliance with Indicator 11 of the SPP/APR. That indicator is the requirement to evaluate within 60 days of parental consent to evaluate.

Child Find Compliance Report

IEP Compliance

Indicates whether or not the IEP was developed within 30 calendar days of the Eligibility Decision Date.

- Yes - the student has an Eligibility Decision Date and the IEP date is within 30 calendar days
- No - the IEP date is more than 30 days past the Eligibility Decision Date or if the 30 days have passed and the IEP date hasn't been entered yet.
- Blank - it doesn't apply to a student. For example, if the Parent Permission to Serve is No.

Just because a compliance field is blank, that doesn't mean that it will remain blank. For example, we can't determine if you have met a timeline if we don't have 2 dates to compare. So, you might look at your report and not see any No values, but that doesn't necessarily mean that you are in compliance for every student. It could be that you haven't entered all of your data yet.

Indicator 12

Part C to B

- Who?
 - Children referred from Part C to B
- Where does the data come from?
 - MSIS (Part C to B Reports)
- What do I need to do?
 - Review Part C to B reports and respond to MDE (Louis King) with reason to remove, ineligible date, or MSIS ID
- When is it collected?
 - Throughout the school year/ Final collection June 30

Part C to B

- The Department of Health sends MDE a file daily of those students that currently are being served under Part C that are 30 months old
- The Part C data is loaded into MSIS and a procedure is run to find matches in MSIS to the Part C data

Part C to B

The reports will display:

- Student's Name, MSIS ID, DOB, Parent's Name and Address, Local Health Contact Name and Phone
- Health ID - number assigned by Part C
- Leading ED - district assigned by Part C
- Trans Date - Transition Date representing the date the child will transition from C to B
- Tested Ind - to track those students that are tested but not served, Y or N will be set by MDE once information is received from the school district
- Removed - indicator MDE will use to remove students from the report

Part C to B Reports

- Monthly Student Roster
 - Lists ALL students who have been referred from Part C to B, including those that have been removed and those who matched an MSIS ID
- Student No Match Roster
 - Lists students that have been referred from Part C to B and have not been removed or who have not been assigned an MSIS ID
 - Blank report = 😊

Part C to B No Match Report

- If you are serving these students, submit the MSIS ID, district number, and school number
- If you have students listed that should be in another district, submit the district name and number and the name of the student
- Fax or email the report to Louis King at 601-359-2198 with an explanation or MSIS ID next to each child
- Remember that evaluations should take place all year, including the summer months

Part C to B No Match Report

If you are not serving these students, we need to know why:

- A. Parent Refused Services
- B. Service Discontinued
- C. Not Eligible (must include the date determined not eligible)
- D. Parent wants to delay to later school year
- E. Moved out of state
- F. Parent did not respond
- G. No permission to test
- H. Parent did not show up
- I. Student is deceased
- J. Referred to Part C after 33 months
- K. Unknown to district and First Steps (you will need to talk with First Steps in your area before sending in this reason)
- L. Enrolled in University-based program

Indicator 13

Transition Services

- Who?
 - Students with disabilities age 16 and up
 - State Policy is 14 and up
- Where does the data come from?
 - MSIS (Student Update Screen)
- What do I need to do?
 - Mark Transition Services Indicator on Student Update Screen
 - Run Missing Transition Services Report
(Blank Report = 😊)
- When is it collected?
 - Throughout the school year/ Final collection June 30

Indicator 13

By selecting ‘Yes’ on the Student Update Screen, you are ensuring that:

- **The IEP includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs**
- **There exists evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority**

Indicator 14

Post-Secondary Outcomes

- Who?
 - Students who exited the prior year
- Where does the data come from?
 - MSIS (Post-Secondary Update Screen)
- What do I need to do?
 - Survey students to collect information about the student in the year since they left school
 - Enter data on the Post-Secondary Screen in MSIS
- When is it collected?
 - Survey student no sooner than one year after they exited
 - Data entered in MSIS by late September

Indicator 14

- The Post-School Data Collection Protocol is an optional survey you may use to collect data from students
 - Can be found on the Special Education website under the SPP/APR link
- Detailed definitions of the categories on the Post-Secondary Screen can be found in the Special Education MSIS Manual
- Make sure you are updating students that left school a full year ago (Report on 2012-2013 exiters in September 2014)

Resources

- [Grants and Funding](#)
 - [Policies and Procedures For Parents](#)
 - [SPP/APR](#)**
 - [Child Find Training](#)
 - [SpED Supervisors Information and Publications](#)
 - [Mettie T](#)
 - [District Data](#)
 - [Special Education MSIS Monitoring](#)
 - [State Improvement Plans](#)
 - [Advisory Panels](#)
 - [Links](#)
 - [ARRA](#)
- ONLINE APPLICATIONS**
- [GoSignMeUp](#)
 - [MS Student Information System \(MSIS\)](#)
 - [SharePoint](#)
 - [Special Ed Connection](#)



Special Education

State Performance Plan (SPP)/Annual Performance Report (APR)

State Performance Plan (SPP)

(updated 02/01/12)

Annual Performance Report (APR) FFY2010

(updated 04/18/12)

Public Reporting

FFY 2010 (SY 2010-2011)

- District Summary Report
- Detailed Data Report

FFY 2009 (SY 2009-2010)

- District Summary Report
- Detailed Data Report

Previous APRs

- FFY2009 (SY 2009-2010)
- FFY2008 (SY 2008-2009)
- FFY2007 (SY 2007-2008)

District Resources

- Checklist for Indicators 11-14
- Indicator 7: How to run BDI-2 Reports

BDI-2 Webinar Training (Indicator 7)

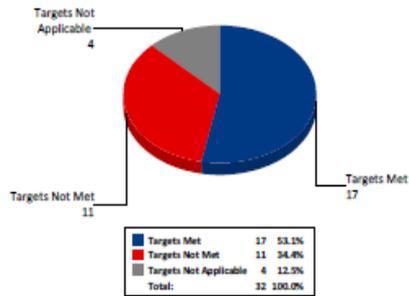
[Data Manager/Data Entry Training](#)

Note: This webinar is recorded sessions of training conducted in the fall of 2010. The videos may take some time to load in your browser before beginning playback. We recommend viewing the links on a broadband or higher internet connection.

District Summary Report

SPP/APR District Performance Report
FFY 2009 (School Year 2009-2010)

SCHOOL DIST



Targets that were Not Applicable for a school district are those for which the student population did not meet the required minimum size for statistical analysis.

SPP/APR Indicators

1. Graduation - Percent of youth with IEPs graduating with regular diplomas
2. Dropout - Percent of youth with IEPs dropping out
3. Statewide Assessment - Participation and performance
4. Suspension/Expulsion - Suspension/Expulsion rates
5. LRE Placement - Percent of age 6-21 children removed from regular class; served in public/private separate schools; residential; homebound; hospital
6. Preschool Settings - Percent of preschool children with IEPs in settings with typically developing peers.
7. Preschool Skills - Percent of preschool children with improved positive social-emotional skills; acquisition and use of knowledge and skills; use of appropriate behaviors
8. Parent Involvement - Percent of parents with child receiving SPED services who report schools facilitated parent involvement
9. Disproportionate Representation in Special Education - Percent of districts with disproportionality due to inappropriate identification
10. Disproportionate Representation in Specific Disability Categories - Percent of districts with racial and ethnic disproportionality in specific disability categories as a result of inappropriate identification
11. Child Find - Percent of children determined eligible within 60 days
12. Part C to B Transition - Percent of children with IEP by 3rd birthday
13. Secondary Transition with IEP Goals - Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services
14. Secondary Transition/Post-School Outcomes-Competitive Employment, Enrolled in School - Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school

Page 1

SPP/APR District Performance Report FFY 2009 (School Year 2009-2010)

SCHOOL DIST

Appropriate Public Education in the Least Restrictive Environment

Indicator	Target	Actual	Met Target	Met AYP:	No
Indicator 3 Statewide Assessment					
	Participation			Proficiency	
Reading	95%	98.21%	Yes	49.3%	15.45%
Math	95%	97.60%	Yes	51.7%	22.95%
Disproportionality					
Identified > 10 days	Met Target (Special Ed Rate not higher than Reg Ed)	4b - Disproportionality by Race	Met Target (25% or less)		
%	Yes	4.54%	Yes		
Increased rate of growth					
More than 40% of the day	57.47% or more	83.57%	Yes		
At least 40% of the day	17.98% or less	6.43%	Yes		
At least 40% of the day at facilities, or	Less than	1.07%	No		
at least 40% of the day at facilities, or	previous year				
Functioning within age expectations					

Detailed Data Report

[Grants and Funding](#)
[Policies and Procedures](#)
[For Parents](#)
[SPP/APR](#)
[Child Find](#)
[Training](#)
[SpED Supervisors](#)
[Information and Publications](#)
[Mattie T](#)
[District Data](#)
[Special Education MSIS](#)
[Monitoring](#)
[State Improvement Plans](#)
[Advisory Panels](#)
[Links](#)
[ARRA](#)

ONLINE APPLICATIONS
[GoSignMeUp](#)
[MS Student Information System \(MSIS\)](#)
[SharePoint](#)
[Special Ed Connection](#)



Special Education

Detailed Data Report FFY 2010 (SY 2010-2011)

Public Reporting FFY 2010 (SY 2010-2011)*

*Indicators 1, 2, 4, and 14 use SY 2009-2010 data

Indicator 1

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

Target: 66% or greater | [Results](#)

Indicator 2

Percent of youth with IEPs dropping out of high school.

Target: 18% or less | [Results](#)

Indicator 3

Participation and performance of children with disabilities on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

Target: 45% of LEAs meet AYP targets | [Results](#)

Questions?

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