

LRE and Post Outcome

August 2014

General Data Updates

- **MSIS Manual**
 - **Child Count Checklist**
 - **LRE Checklist**
 - **Personnel**
- **Month 1 Data must be entered and accurate for all SCD students**

Least Restrictive Environment

LRE refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs, alongside peers without disabilities to the maximum extent appropriate.

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

LRE

- The LRE should reflect what the IEP Committee decides.
- The LRE procedure only looks at one semester at a time. August to the end of December it looks at courses in the 1st semester. From January to June it looks at courses in 2nd semester.
- Month 03 is the last chance for correctly calculating LRE but the Ed Environment has to be entered by Child Count Day.
- Regular education classes with more than 50% of Special Education students do not count towards the student's LRE.

Student Update Screen Placement Tab

- LRE Live Procedure will run each month after your district approval
- MSIS will use the LRE Formula:
- Total Regular Education Minutes + Recess (Break) + Lunch / Instructional Time + Recess (Break) + Lunch
- Regular Ed Minutes will be pulled from the student's and teacher's schedule in MSIS.
- Recess/Break, Lunch, and Instructional Time are taken from the School Demographics screen (Grades Tab).
- For A/B Schedules, MSIS will double the denominator and lunch and recess in the numerator to allow MSIS to look at the total 2-day schedule.

Items to review on LRE report

- Do you see EVERY period on the student's schedule? If you only see periods 1, 2, 3, 5, and 6 and no period 4 -- then your LRE is going to calculate low.
- Do you see 50% or LESS in the SPED LRE REG PCT column? Any number above 50 means you have too many Special Education students for this class to count towards the student's LRE calculation. You will need to either move regular education students into the class or move Special Education students out.
- Have you included the course SPED Early Work Release, 801009, for every High School student that leaves early? This is the ONLY regular education course that the LRE procedure will ignore the makeup of the class. (NOTE: Be sure that you do not add this regular education course code to any Special Education teacher that you want to receive 100% Special Education MAEP Funding - it will prorate your Special Education teacher's MAEP.)

Items to review on LRE report

- If you have a period that spans two periods, have you doubled the minutes on your teacher's schedule? Example: Period 01 LA (Language Arts) covers period 01 (55 min) and period 02 (55 min). The teacher has 110 min for period 01.
- Have you (or someone in your district) checked the Instructional Minutes, Break/Recess, and Lunch minutes on the School Demographic screen under the Grades tab? Instructional minutes should ONLY reflect the instructional part of your school day not the whole school day. Example: 7 periods at 50 minutes each would equal 350 instructional minutes.
- If the IEP placement and the LRE calculated placement is NOT the same, then you need to review the student's schedule to see if something was entered wrong in your student package so that you can correct this on the student's schedule in the school package for the Month 02 or Month 03 submission.

LRE Calculation Example

Student's Schedule:

Period	Course	Minutes from teacher's schedule
01	230104 – 8 th Grade English	55
02	132104 – Compensatory Math	55
03	400111 – Social Studies	55
03	132002 – Language Speech	30
04	000252 – Computer Discovery	55
05	340112 – Physical Education	110

LRE Calculation Example

Total Regular Education Minutes =

55 (Period 1) + 55 (Period 3) + 55 (Period 4) + 110 (Period 5) =
275

REMEMBER: MSIS will pull ONLY course codes that do NOT begin with 13 to calculate LRE.

Total Regular Education Minutes = 275

Recess (Break) Minutes = 15

Lunch Minutes = 30

Instructional Time Minutes = 330

LRE Calculation Example

Formula:

Total Regular Education Minutes + Recess (Break) + Lunch /
Instructional Time + Recess (Break) + Lunch

$(275 + 15 + 30) / (330 + 15 + 30) =$

$320 / 375 = .8533333333$ OR 85%

LRE = Regular Education (SA)

- SA - (Ages 6-21) – Regular (Special Education students in Regular Education courses for 80% or more of the school day)
- SB - (Ages 6-21) - Resourced (Special Education students in Regular Education courses between 40% and 79% percent of the school day)
- SC - (Ages 6-21) - Self-Contained (Special Education students that spend less than 40% of their school day in Regular Education classes)

Indicator 5

Placement Difference Reports

- The Post-Cutoff Placement Difference Report runs from the Child Count snapshot data and lists any student whose MSIS Calculated Placement, or LRE, differs from the User Entered placement from the IEP.
- The Pre-Cutoff Placement Difference Report displays current data and lists any student whose MSIS Calculated Placement, or LRE, differs from the User Entered placement from the IEP.

Indicator 5

Placement Difference Post-Cutoff Report

2011 - 2012

MSIS

June 27, 2012
Wednesday, 08:00 AM

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LAST NAME	FIRST NAME	M. I.	MSIS STUDENT ID	DOB	AGE	RACE	SEX	GRADE	DISABILITY	EDUCATIONAL ENVIRONMENT	CALCULATED PLACEMENT
District: 1700 DEBOTO CO SCHOOL DIST											
School: 022 BORN LAKE EDGE											
...	09	SLD	SA	99
...	09	SLD	SA	99
...	78	EMD	SA	99
...	64	LE	SE	99
...	64	LE	SE	99
...	64	EMD	SP	99
...	64	LE	SE	99

Indicator 6

- Percent of children aged 3 through 5 with IEPs attending a:
 - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
 - B. Separate special education class, separate school, or residential facility.

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

Indicator 14

- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Post-School Outcomes

By involving parents and other family representatives in Post-School Outcomes survey process, strategies can be developed to increase annual response rates, communicate results to stakeholders, and build support for program improvement and systems change.

Indicator 14

Post-School Outcomes

- Who?
 - Students who exited the prior year
 - You can run a report directly from the Post-Secondary screen, click on the green traffic light at the top. This will provide you with a list of students that need to be contacted and surveyed for the current collection.
 - Be sure to check each school (including school 500) that may have 14 year olds or older exiting school. This may include students that have dropped out from middle schools.
- 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 September 19th

Post-School Outcomes

- 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)

Data Collection Protocol

Post-School Outcome Data Collection Protocol

STUDENT DEMOGRAPHIC PROFILE AND CONTACT INFORMATION

NOTE: *The numbers in parents behind the response options are to help in numerically coding the data for data entry purposes.*

DEMOGRAPHICS SECTION

1. School district name: _____
2. School district code: _____
- 3a. Student's last name: _____
- 3b. Student's first name: _____
- 3c. Student's middle name or initial: _____
- 4a. Student's District ID: _____
- 4b. Student's MSIS ID: _____

Data Collection Protocol

CONTACT INFORMATION AFTER LEAVING HIGH SCHOOL

If the student and/or family member are to be contacted for the post-school survey, the following information will be necessary. This information typically is found in the student's file for the last year in high school.

Family Member Name: _____

Home Phone: _____

Cell Phone: _____

E-mail: _____

Address: _____

Alternate Contact Name: _____

Home Phone: _____

Cell Phone: _____

E-mail: _____

Address: _____

Student's Phone: _____

Cell Phone: _____

E-mail: _____

Address: _____

Data Collection Protocol

POST-SCHOOL OUTCOME SURVEY

THESE DATA ARE TO BE GATHERED ONE YEAR AFTER THE STUDENT'S EXIT FROM HIGH SCHOOL.

POSTSECONDARY SCHOOL

1. In the 12 months after leaving high school, *have you ever* been enrolled in any school, job training, or education program?

(1) NO →GO TO QUESTION 4

(2) YES →GO TO QUESTIONS 2 AND 3

(99) No Answer

2. Did you complete an entire term? [NOTE: this can be any complete term including quarter, semester, inter-session, summer, on-line]

(1) NO

(2) YES

(99) No Answer

3. Describe the kind of school or job training program you were enrolled. (*CHECK ONE OPTION*) [NOTE: If telephone survey, ask as an open-ended question and train interviewers to check the appropriate response.]

High school completion program (e.g., Adult Basic Education, GED) (1)

Short-term education or employment training program (e.g., WIA, Job Corps)(2)

Vocational, technical, trade School (3)

2- or 4-year college or university (4)

Religious or church sponsored mission. [NOTE: Adjust examples based on your state.] (5)

Other (Specify): _____ (88)

No Answer (99)

Data Collection Protocol

EMPLOYMENT

4. In the 12 months after leaving high school, *have you ever* worked?

(1) NO → STOP: DATA COLLECTION COMPLETED

(2) YES → GO TO QUESTIONS 5, 6, 7 & 8

(99) No Answer

5. Since leaving high school, have you worked for a total of 3 months (about 90 days)? [NOTE: Days do not need to be in a row.]

(1) NO

(2) YES

(99) No Answer

6. Did you work an average 20 or more hours per week (or about half time of a 40-hour week)? [NOTE: hours may vary week to week.]

(1) NO

(2) YES

(99) No Answer

Data Collection Protocol

7. Were you paid at least minimum wage? [NOTE: You may want to insert your state's minimum wage as a prompt.]

- (1) NO
- (2) YES
- (99) No Answer

8. Describe the job you have or have had? (*CHECK ONE OPTION*) [NOTE: If a telephone survey, ask this question as an open-ended question and train interviewers to mark appropriate response.]

- In a company, business, or service with people with and without disabilities (1)
- In the military (2)
- In supported employment (paid work with services and wage support to the employer) (3)
- Self-employed (4)
- In your family's business (e.g., farm, store, fishing, ranching, catering) (5)
- In sheltered employment (where most workers have disabilities) (6)
- Employed while in jail or prison (7)
- Other (Specify) _____ (88)
- No Answer (99)

DATA COLLECTION COMPLETED

Data Collection Protocol

CALCULATIONS FOR INDICATOR 14 USING POST-SCHOOL OUTCOME SURVEY

First, determine each respondent's status in

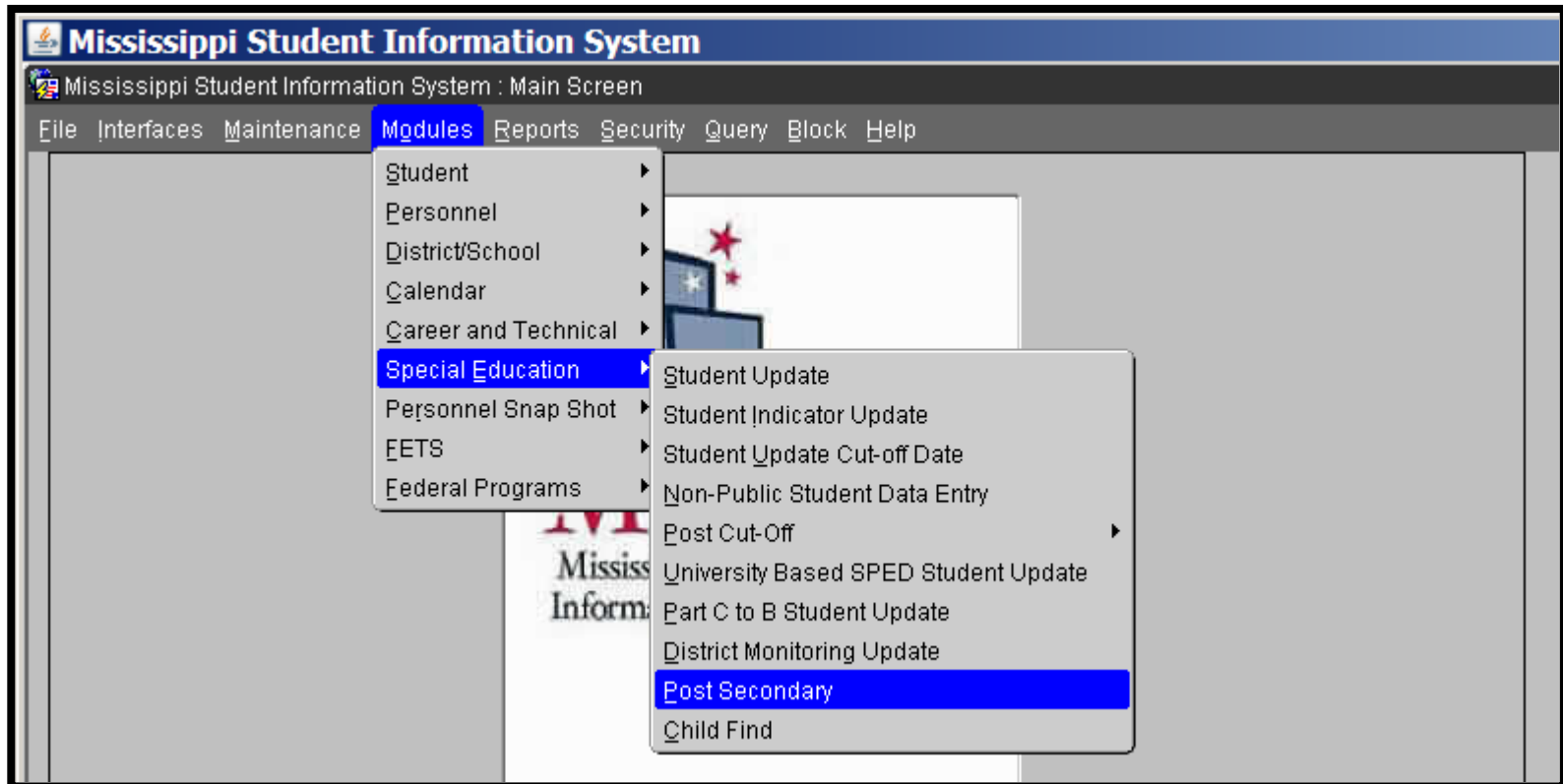
1. Higher Education
2. Competitively Employed
3. Some Other Postsecondary Education or Training Program
4. Some Other Employment, and
5. Not Engaged in 1-4.

In the table below, “Q” corresponds to the **Survey** question number and “R” corresponds to the numbered response option to the specified question.

Data Collection Protocol

Indicator 14 Measure	Survey Questions (Q) with numbered Response Options (R)
1: Higher Education =	Q1 (R2) + Q2 (R2) + Q3 (R4)
2: Competitively Employed =	Q4 (R2) + Q5 (R2) + Q6 (R2) + Q7 (R2) + Q8 one of the following: (R1), (R2), (R3), (R4), (R5)
3: Some Other Postsecondary Education or Training Program =	Q1 (R2) + Q2 (R2) + Q3 one of the following: (R1), (R2), (R3), (R5) or (R88) or (R99)
4: Some Other Employment =	Q4 (R2) + Q5 (R2) + either Q6 (R1) or (R2) or (R99) and/or Q7 (R1) or (R2) or (R99) + Q8 one of the following: (R1), (R2), (R3), (R4), (R5), (R6), (R7) (R88) or (R99)
5: Not engaged in 1 – 4 above	Q1 (R1) + (R99) + Q4 (R1) + (R99) or Q4 (R2) + Q5(R1) or Q1 (R2) + Q2 (R1) or (R99)

Post-Secondary Screen



Post-Secondary Screen

Mississippi Student Information System

Mississippi Student Information System : SPED Post-Secondary Update

File Interfaces Maintenance Modules Reports Security Query Block Help

Select School Update Students

District Name
0130 NATCHEZ-ADAMS

School Name

024	MC LAURIN GILMER MIDDLE
028	MORGANTOWN ELEMENTARY SCHC
032	MORGANTOWN MIDDLE SCHOOL
044	NATCHEZ HIGH SCHOOL
042	PRINCE STREET
036	ROBERT LEWIS MIDDLE SCHOOL
048	SADIE V THOMPSON JR HIGH
046	SADIE V THOMPSON MIDDLE
500	SPED
056	SUSIE B WEST PRIMARY SCHOOL

Post-Secondary Screen

Mississippi Student Information System
Mississippi Student Information System : SPED Post-Secondary Update

File Interfaces Maintenance Modules Reports Security Query Block Help

Select School Update Students

School Year: 2010-2011
District: _____ Name: _____ School: _____ Name: _____

Select Student

MSIS ID	Last Name	First Name	MI	Exiting Reason	Race	Age	Disability
				Graduated with Special High School Diploma			
				Dropped Out			
				Graduated with Special High School Diploma			
				Graduated with Special High School Diploma			
				Graduated with Special High School Diploma			

Update Student Information

MSIS ID: _____

Within one year of leaving high school, student was:
(check all that apply)

Enrolled in higher education ? Some other employment ?
 Competitive Employment ? Re-enrolled in secondary
 Enrolled in other postsecondary ? Unknown
 Deceased Not Engaged

Comments: _____

Detailed Definitions

- **Enrolled in Higher Education** - Enrolled in a community college, college/university, or other Institute of Higher Education: in an educational program to earn a degree or other recognized credential; OR in a training program that lasts at least one academic year to prepare for gainful employment.
- i.e. completed a term at a 2 or 4 year college/university.
- Ask this question: 'Does the program lead to a 2 or 4 year degree?' If not, it should **not** be counted as Enrolled in Higher Education.

Detailed Definitions

- **Competitive Employment** - Worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
 - 90 days (cumulative, at any time, can be multiple jobs), at least minimum wage, average of 20 hours or more a week:
 - In a company, business, or service with people with and without disabilities
 - In the military
 - In supported employment (paid work with services and wage support to the employer)
 - Self-employed
 - In your family's business (e.g. farm, store, fishing, ranching, catering)
 - Includes students who are out on paid sick leave, such as worker's comp.

Detailed Definitions

- **Some other postsecondary education or training program** - Postsecondary education or training programs including, but not limited, to: Compensatory education programs, GED, Job Corps, Workforce development, Workforce Investment Act, Adult education, or Vocational technical school which is less than a two-year program.
- Completed a term in:
 - High School completion (GED, Adult Basic Education)
 - Short-term education or employment training program (WIA, Job Corps, etc.)
 - Vocational or Technical school that is less than a 2 year program
- On a mission, in the Peace Corps, Rehabilitation services, etc.
- Other (Any type of educational program not included above, as long as one term was completed. Term can be different lengths of time depending on the program).

Detailed Definitions

- **Some other employment** - Worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school, including working in a family business or working for room and board.
 - Worked for at least 90 days (any rate of pay or hours/week):
 - In a company, business, or service with people with and without disabilities
 - In supported employment (paid work with services and wage support to the employer)
 - Self-employed
 - In your family’s business (e.g. farm, store, fishing, ranching, catering)
 - In sheltered employment (where most workers have disabilities)
 - Employed while in jail or prison
 - Other

Detailed Definitions

Other options include:

Re-enrolled in secondary – If a student has since re-enrolled in secondary school, even if it's in another state, select this choice. This will mostly apply to dropout students who choose to return to school.

Unknown – Student or parents/guardians could not be reached or declined to participate in the post school survey. Several attempts should be made to contact the student.

Deceased – Student has died since leaving school.

Not engaged – Student is not participating in any postsecondary education, training, or employment. This includes students incarcerated, stay at home parents, hospitalized, seeking employment, etc. Please provide comments.

Comments can be entered for any student. Examples of comments would be: type of education or training program student is enrolled in, contact attempts made, or reasons the student is not engaged.

Questions?

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