EDinsight

Missouri Valley Community School District (4356) Profile
Iowa FFY 2018 (2018-2019)
Individuals with Disabilities Education Act (IDEA) Part B
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UPDATES

Several changes were made to the analysis and or data source used for several indicator during the FFY16 (2016-2017) reporting period. Individual changes are outlined below.

Indicator B8

In FFY16, the State moved from a sampled survey to a census of all parents. The decision to move to a census was largely the result of attempted alignment with the legislated requirement to include results of parent surveys into State recognized Attendance Center Rankings. The State was unable to complete the Attendance Center Rankings survey by the deadline for collection for the 2016-2017 school year. For FFY16, a pilot of a single question was distributed by all districts in the state to parents of all students they serve.

Baseline was adjusted to FFY16 data. Targets will be adjusted when integration with the Attendance Center Rankings Survey is achieved.

Indicator B9

In FFY16, the State made changes to the agency held responsible for Indicator B9. Historically, Area Education Agencies (AEAs) were held accountable for this measure. The decision was made to hold districts accountable for this measure in order to better align with new disproportionality regulations for CEIS.

Baseline was adjusted to FFY16 data. Adjustments to targets were not necessary as this is a compliance indicator and the target must be 0%

Indicator B13

In FFY16, OSEP approved, and the State implemented, a revised sampling plan. Beginning in FFY2016, a random sample, stratified by building, will be pulled for all districts in Iowa every three years. IEPs will be randomly selected at the district level from the population of students with disabilities ages 14 and older in districts in the self-assessment year of Iowa's school improvement cycle. (Please note that Iowa Code requires that transition planning begin by age 14, rather than age 16, as stipulated by IDEA.) Sample size is determined using an 80% confidence interval with a margin of error of +/-10%. The sample is drawn with stringent confidence intervals because of the magnitude of decision-making based on the data. The sample is drawn to ensure representativeness. Responses are later assessed to validate the sample on representativeness by age, race and gender. (Please note that Iowa does not collect information on disability category). Subsequent samples for years two and three of the cycle will be drawn using the same procedure.

Baseline was adjusted to FFY16 data. Adjustments to targets were not necessary as this is a compliance indicator and the target must be 100%.

Indicator B14

In FFY16, the State moved from a sampled survey of former students to utilizing data available from National Student Clearinghouse and Iowa Workforce Development to obtain population data. The newly adopted method for obtaining data resulted in capturing information for all of the students who exited and went on to post-secondary education or workforce in Iowa.

Baseline was adjusted to FFY16 data. Issues with contracting for National Student Clearinghouse data resulted in not being able to complete the data analysis before the reporting deadline. Targets will be discussed with stakeholder groups and adjusted for FFY17 reporting period.

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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B1: Percent of students with IEPs graduating from high school with a regular diploma in four years or less.

Graduation - Title I Rate

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Title 1 Rate	*	*	*	90.00	*	*
State - Title 1 Rate	72.74	76.35	77.03	69.51	74.25	76.51
Target - Title 1 Rate	89.00	91.00	93.00	95.00	95.00	95.00

Data source: SRI
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
* Data has been masked to protect the identity of students using one of the following criteria:
   1) Fewer than 5 students were reported in a grade or standard
   2) All students were reported in a single performance category
Note: The data for Indicator B1 lag one year. This means that the data reported for FFY 2018 (2018-19) were collected during the 2017-18 school year.

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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B1: Percent of students with IEPs graduating from high school with a regular diploma in four years or less compared to the number of students graduating from high school in five years or less.

Graduation - Extended Rate

Legend:
- Target - Current Year Extended Rate
- Prior Year Title 1 Rate
- Current Year Extended Rate
- State - Prior Year Title 1 Rate
- State - Current Year Extended Rate

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Prior Year Title 1 Rate	50.00	*	*	*	90.00	*
Current Year Extended Rate	90.00	*	*	*	90.00	*
State - Prior Year Title 1 Rate	72.74	72.74	76.35	77.03	69.51	74.25
State - Current Year Extended Rate	82.36	81.90	85.00	84.73	80.11	82.35
Target - Current Year Extended Rate	87.00	89.00	91.00	93.00	95.00	95.00

Data source: SRI
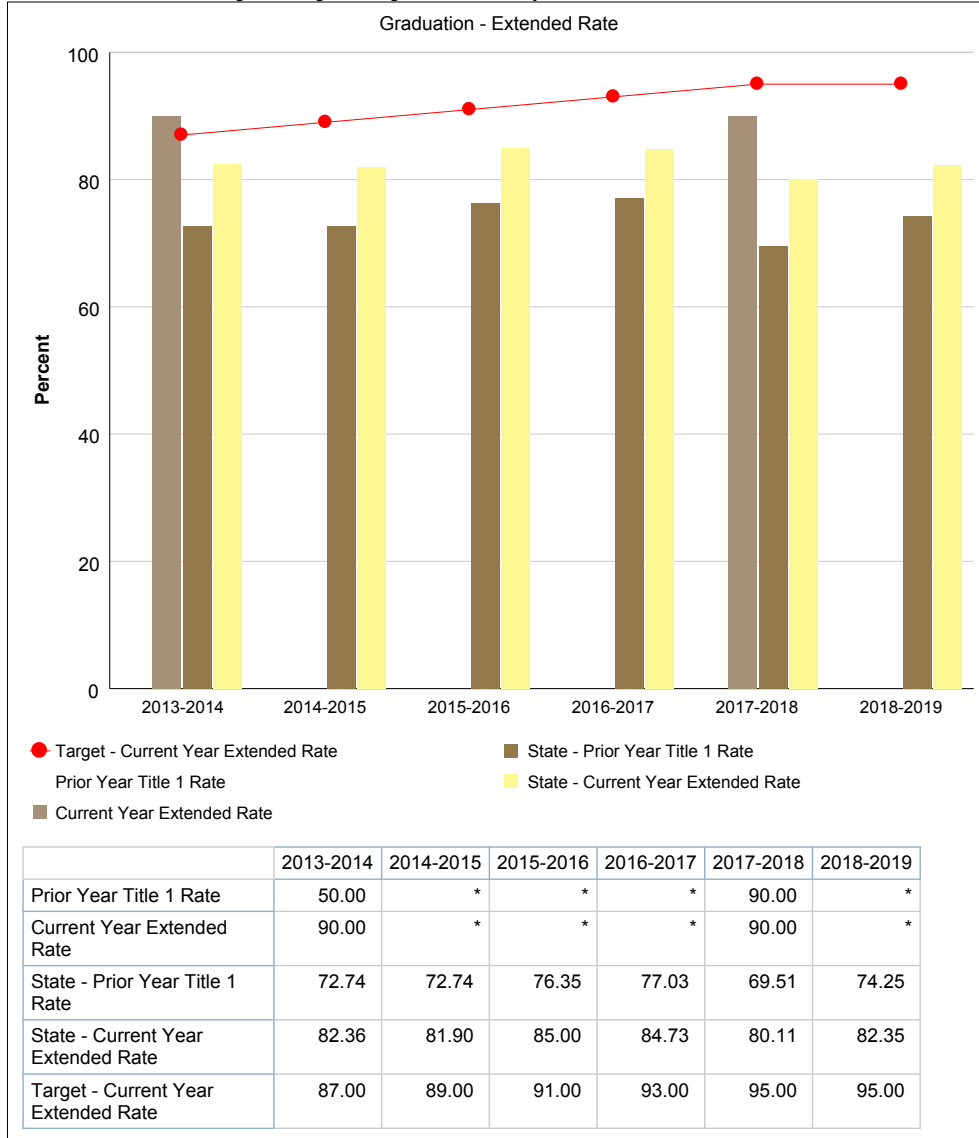Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Note: The data for Indicator B1 lag one year. This means that the data reported for FFY 2018 (2018-19) were collected during the 2017-18 school year.

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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B2: Percent of students with IEPs dropping out of high school.

Dropout

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	0.00	*	*	10.00	8.33	12.50
State	19.09	17.54	18.05	19.79	19.37	18.79
Target	21.50	21.00	20.50	20.00	19.50	19.00

Data Source: IMS
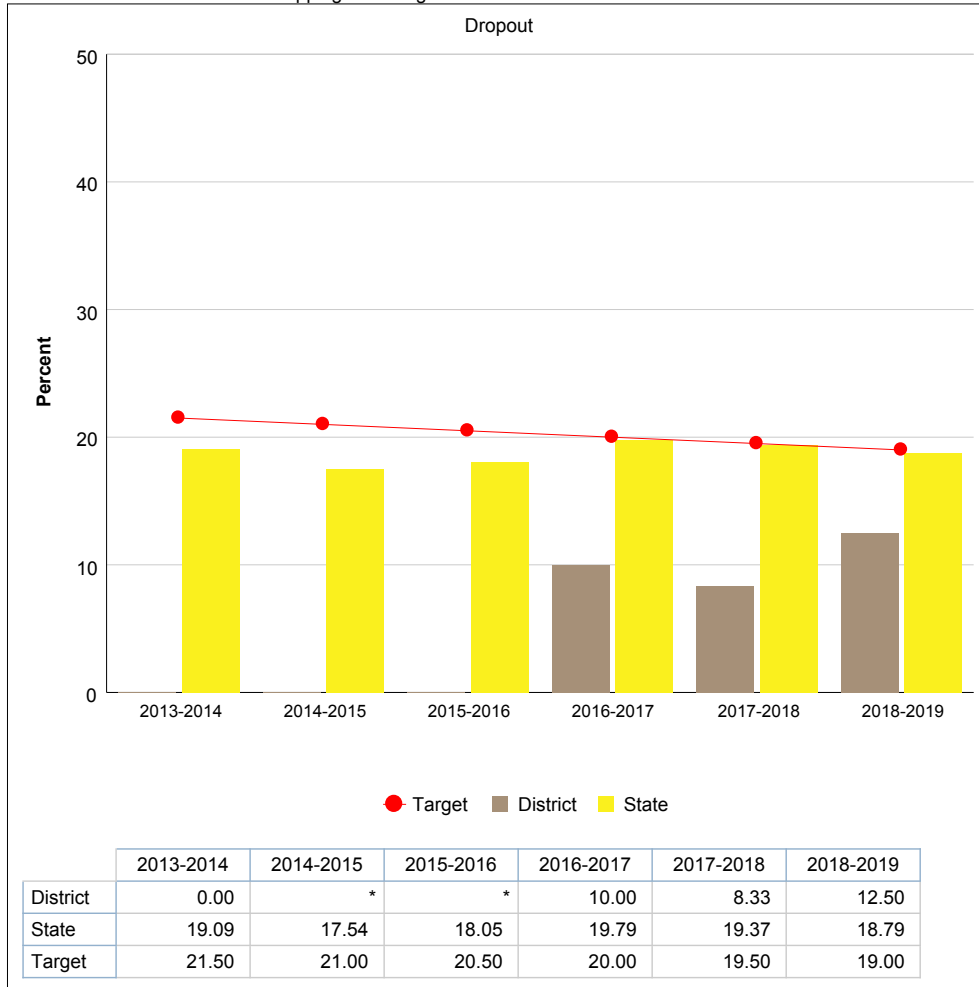Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Note: The data for Indicator B2 lag one year. This means that the data reported for FFY 2018 (2018-19) were collected during the 2017-18 school year.
The US Department of EducationÆs Office of Special Education Programs defined the measurement for Indicator B2. The numerator is the number of students who dropped out. The denominator is the sum of (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, (d) dropped out, or (e) died.

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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 3rd Grade Participation

Percent Participated

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	100.00	100.00	100.00	100.00	100.00	100.00
State Math	99.01	98.68	98.25	98.39	98.39	99.03
District Reading	100.00	100.00	91.67	100.00	100.00	100.00
State Reading	98.94	98.70	98.02	98.43	98.23	98.90
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
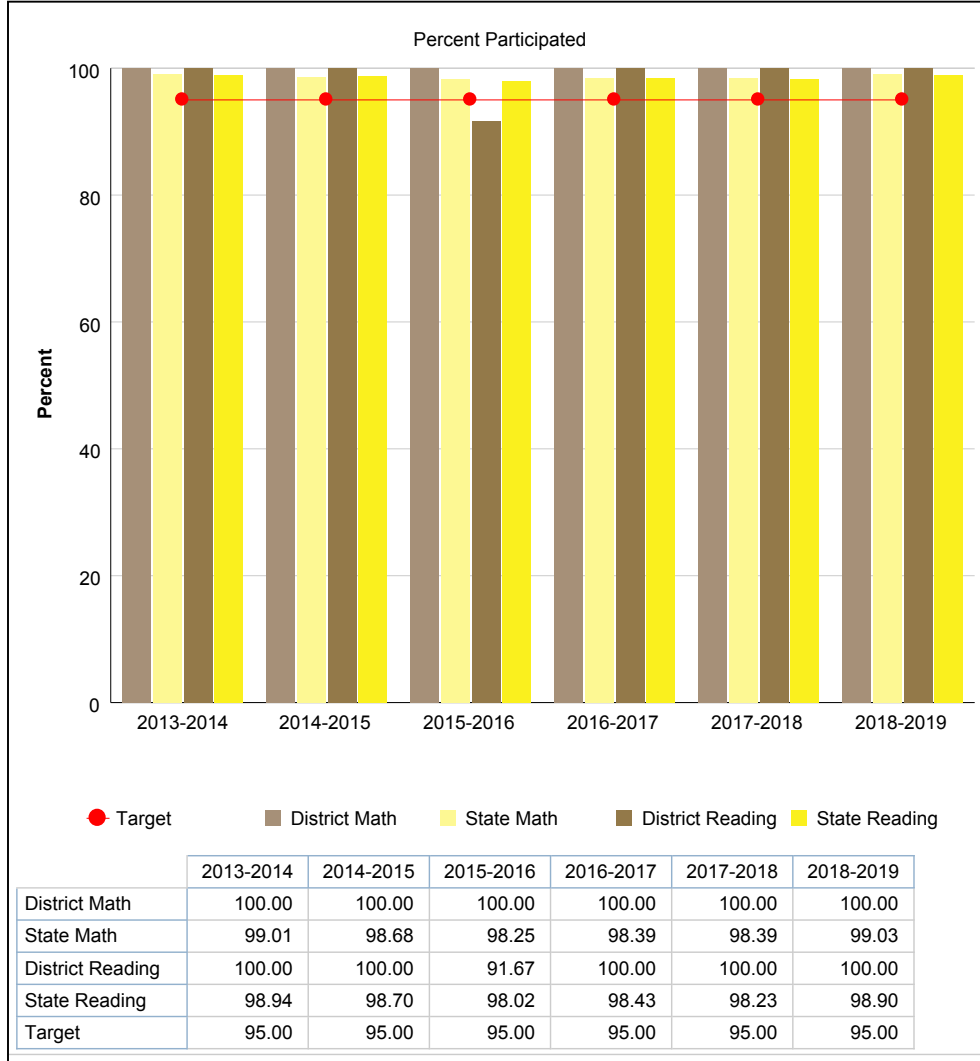* Data has been masked to protect the identity of students using one of the following criteria:
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 4th Grade Participation

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	100.00	100.00	100.00	100.00	100.00	100.00
State Math	99.20	98.83	98.56	98.48	98.71	98.70
District Reading	100.00	100.00	100.00	100.00	100.00	100.00
State Reading	99.22	98.79	98.54	98.45	98.80	98.55
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
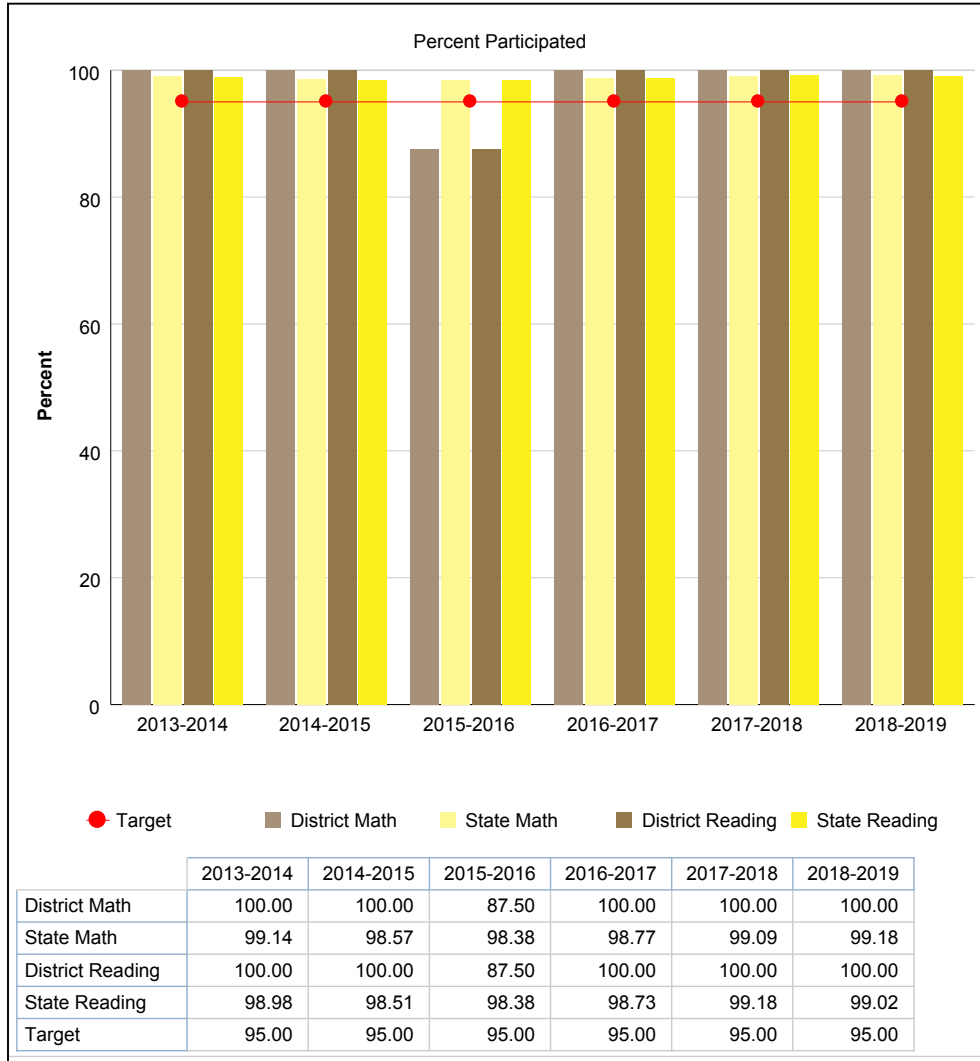Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 5th Grade Participation

Percent Participated

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	100.00	100.00	87.50	100.00	100.00	100.00
State Math	99.14	98.57	98.38	98.77	99.09	99.18
District Reading	100.00	100.00	87.50	100.00	100.00	100.00
State Reading	98.98	98.51	98.38	98.73	99.18	99.02
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 6th Grade Participation

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	100.00	100.00	100.00	100.00	100.00	100.00
State Math	98.67	98.39	97.85	98.14	98.68	98.77
District Reading	100.00	100.00	100.00	100.00	100.00	100.00
State Reading	98.60	98.39	97.71	97.91	98.70	98.15
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
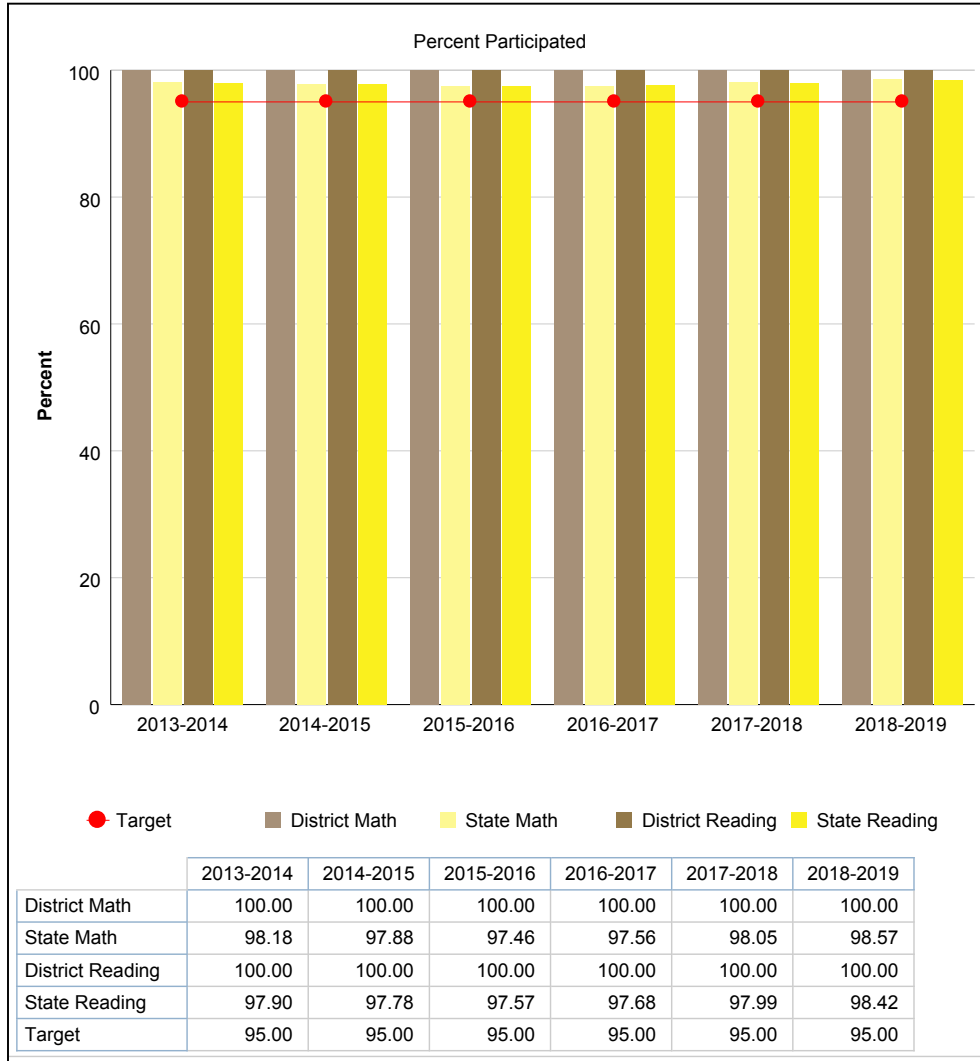Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 7th Grade Participation

Percent Participated

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	100.00	100.00	100.00	100.00	100.00	100.00
State Math	98.18	97.88	97.46	97.56	98.05	98.57
District Reading	100.00	100.00	100.00	100.00	100.00	100.00
State Reading	97.90	97.78	97.57	97.68	97.99	98.42
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
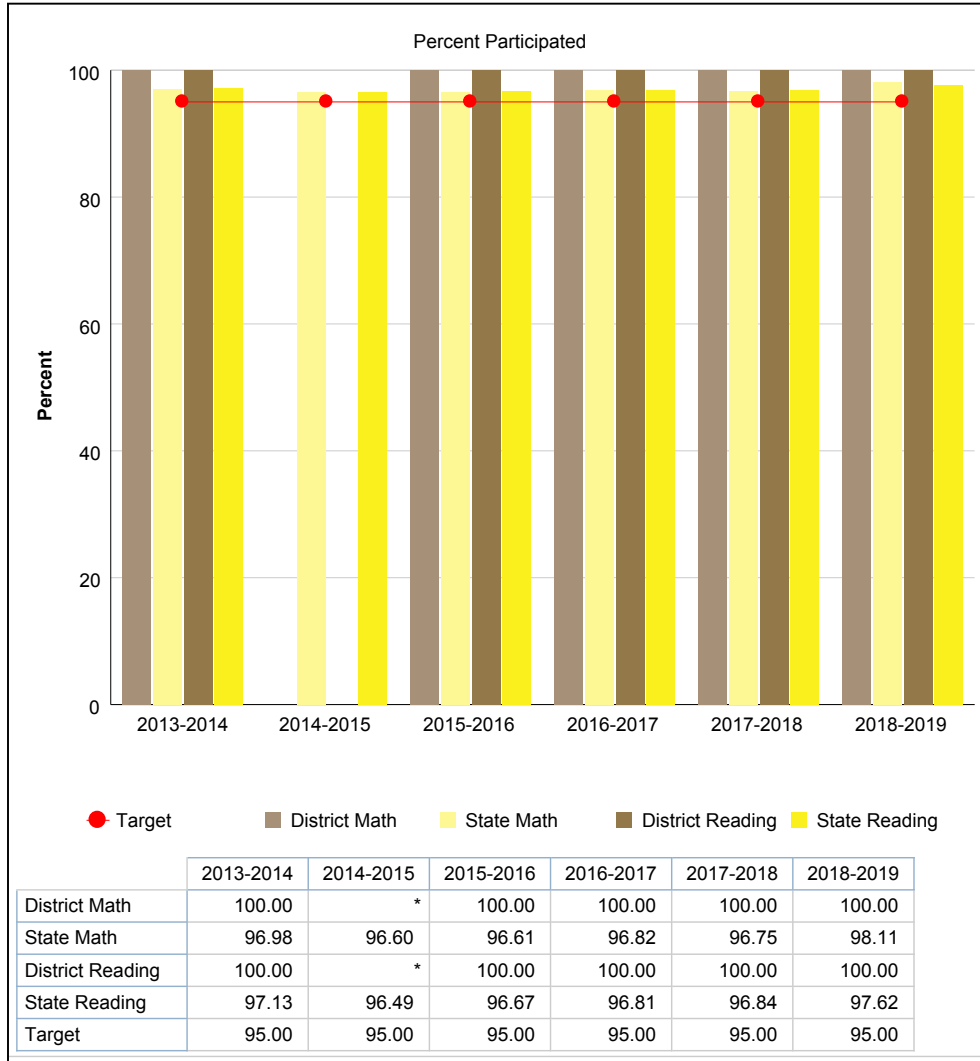Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 8th Grade Participation

Percent Participated

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	100.00	*	100.00	100.00	100.00	100.00
State Math	96.98	96.60	96.61	96.82	96.75	98.11
District Reading	100.00	*	100.00	100.00	100.00	100.00
State Reading	97.13	96.49	96.67	96.81	96.84	97.62
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
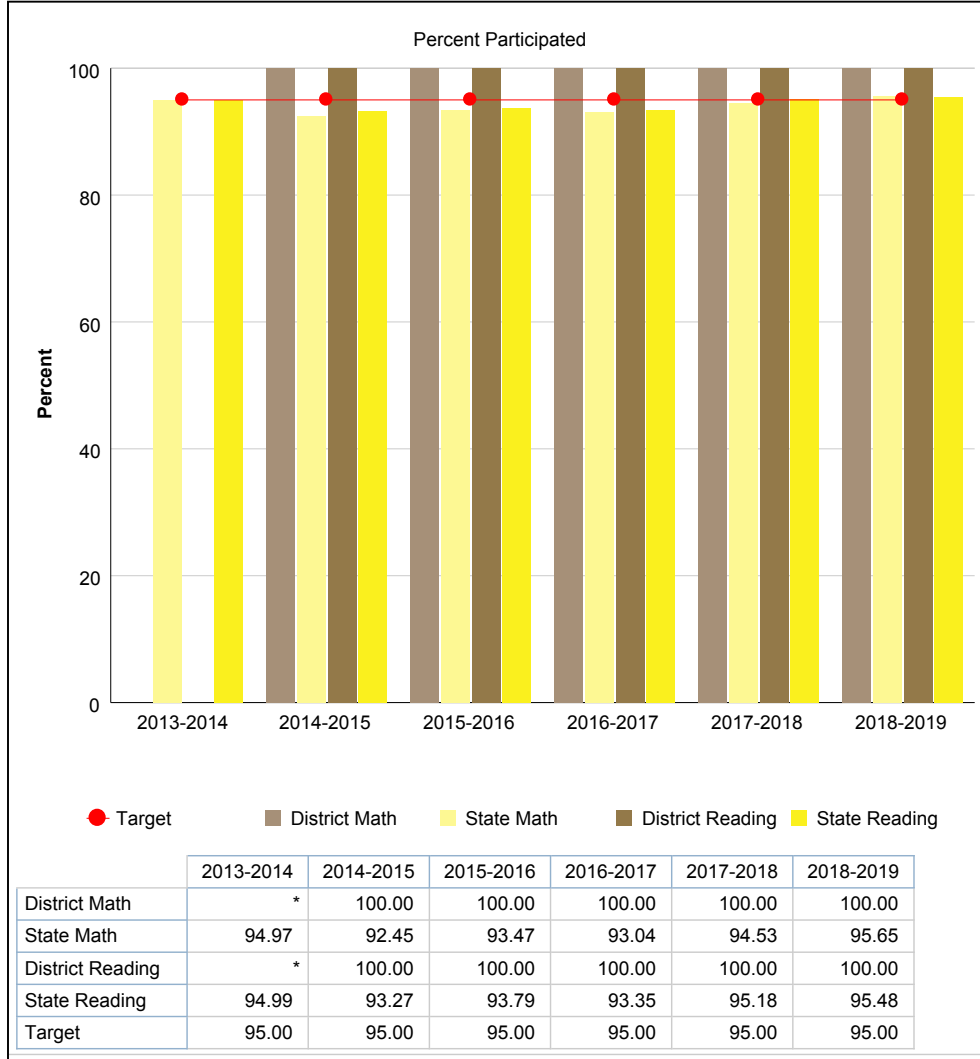Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 11th Grade Participation

Percent Participated

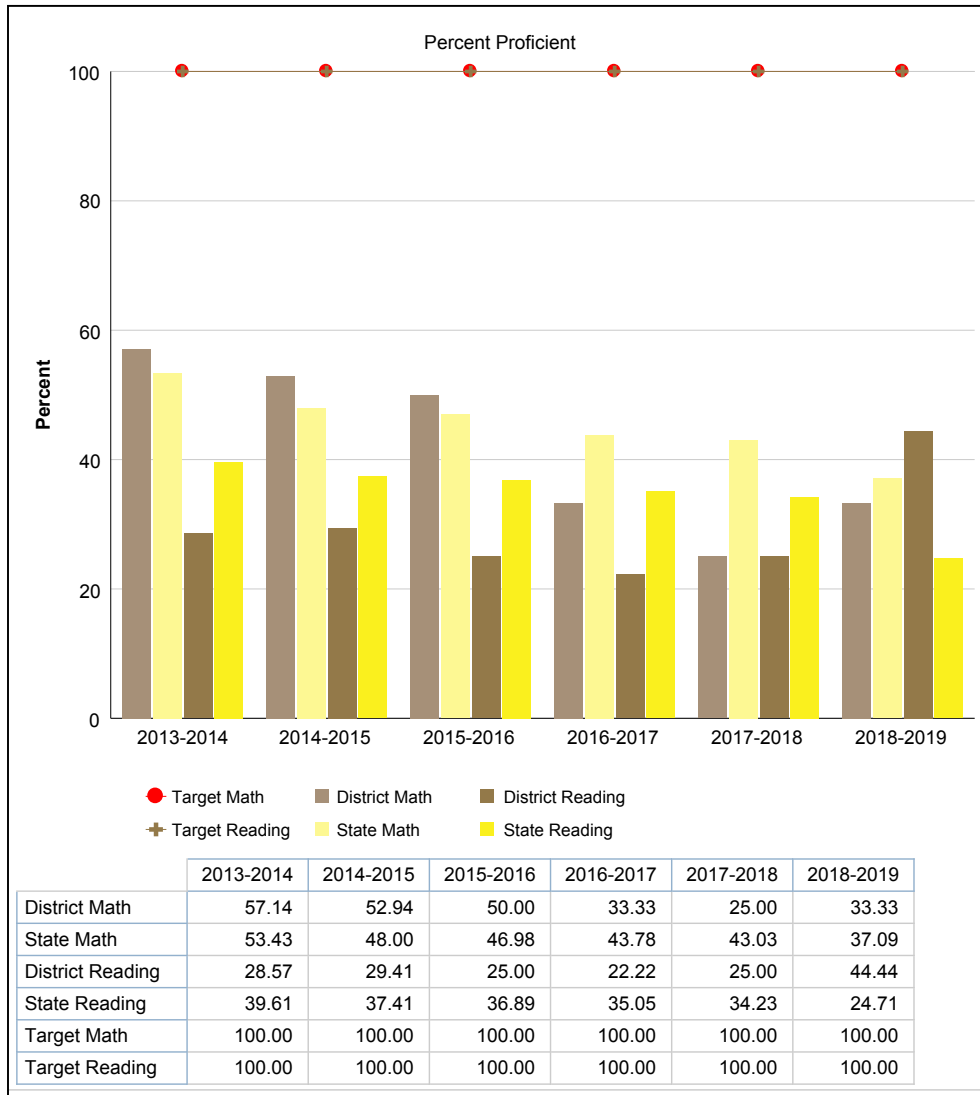|	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	100.00	100.00	100.00	100.00	100.00
State Math	94.97	92.45	93.47	93.04	94.53	95.65
District Reading	*	100.00	100.00	100.00	100.00	100.00
State Reading	94.99	93.27	93.79	93.35	95.18	95.48
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
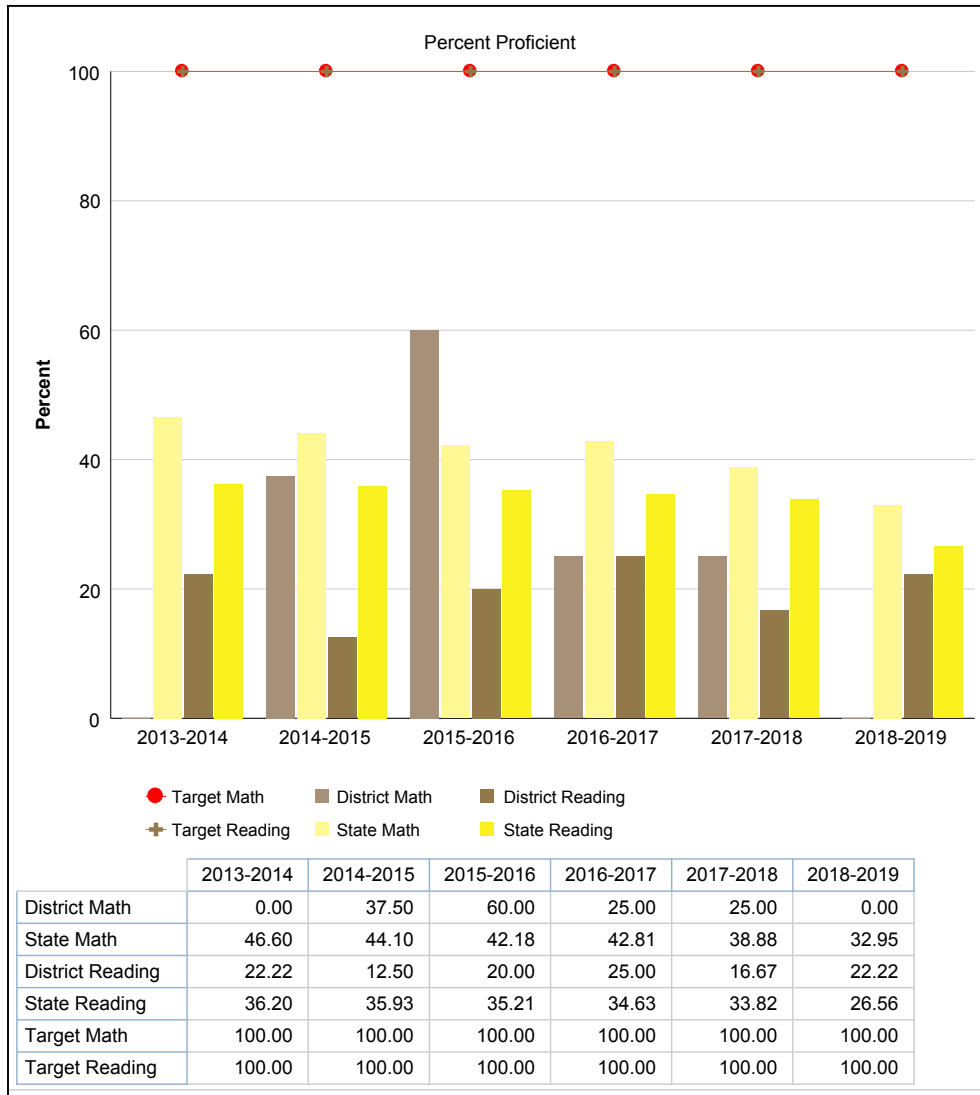Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 3rd Grade Proficiency

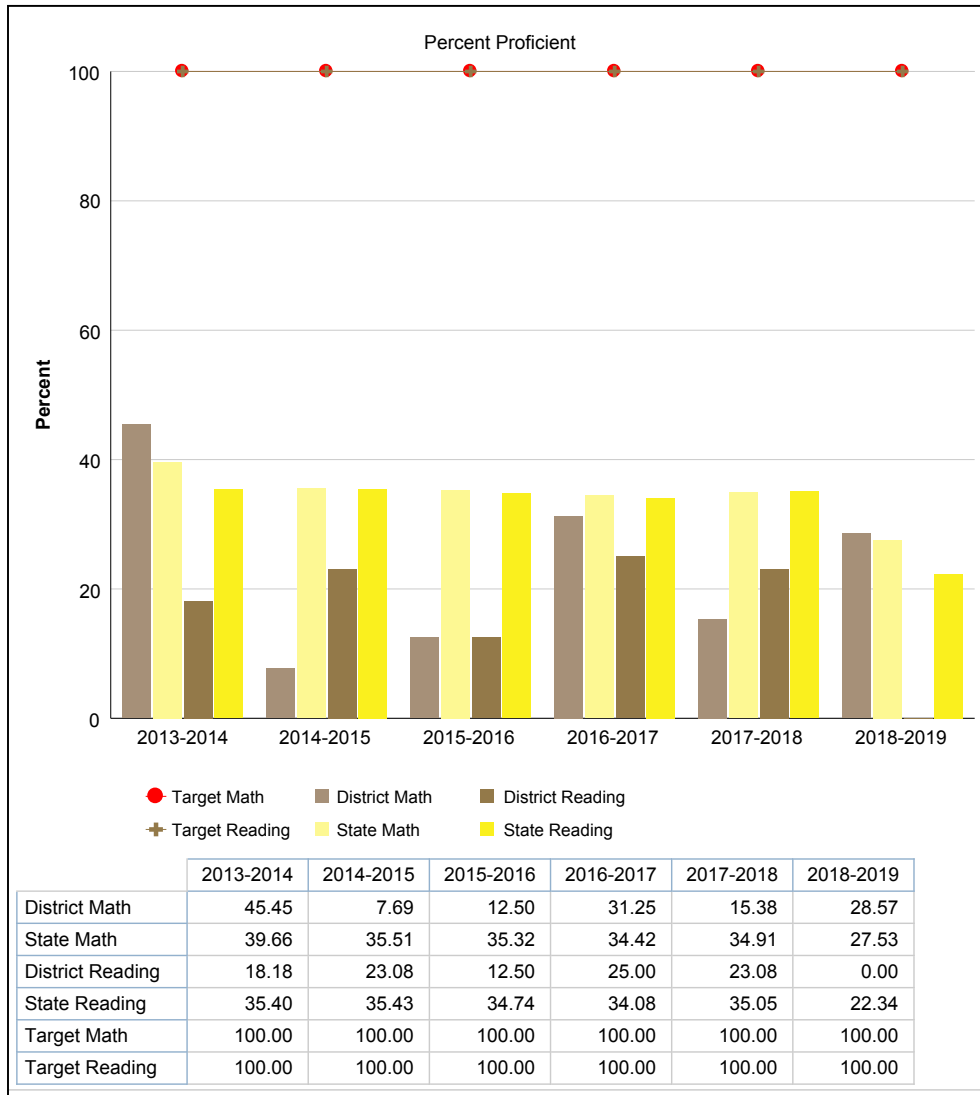|	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	57.14	52.94	50.00	33.33	25.00	33.33
State Math	53.43	48.00	46.98	43.78	43.03	37.09
District Reading	28.57	29.41	25.00	22.22	25.00	44.44
State Reading	39.61	37.41	36.89	35.05	34.23	24.71
Target Math	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 4th Grade Proficiency

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	0.00	37.50	60.00	25.00	25.00	0.00
State Math	46.60	44.10	42.18	42.81	38.88	32.95
District Reading	22.22	12.50	20.00	25.00	16.67	22.22
State Reading	36.20	35.93	35.21	34.63	33.82	26.56
Target Math	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
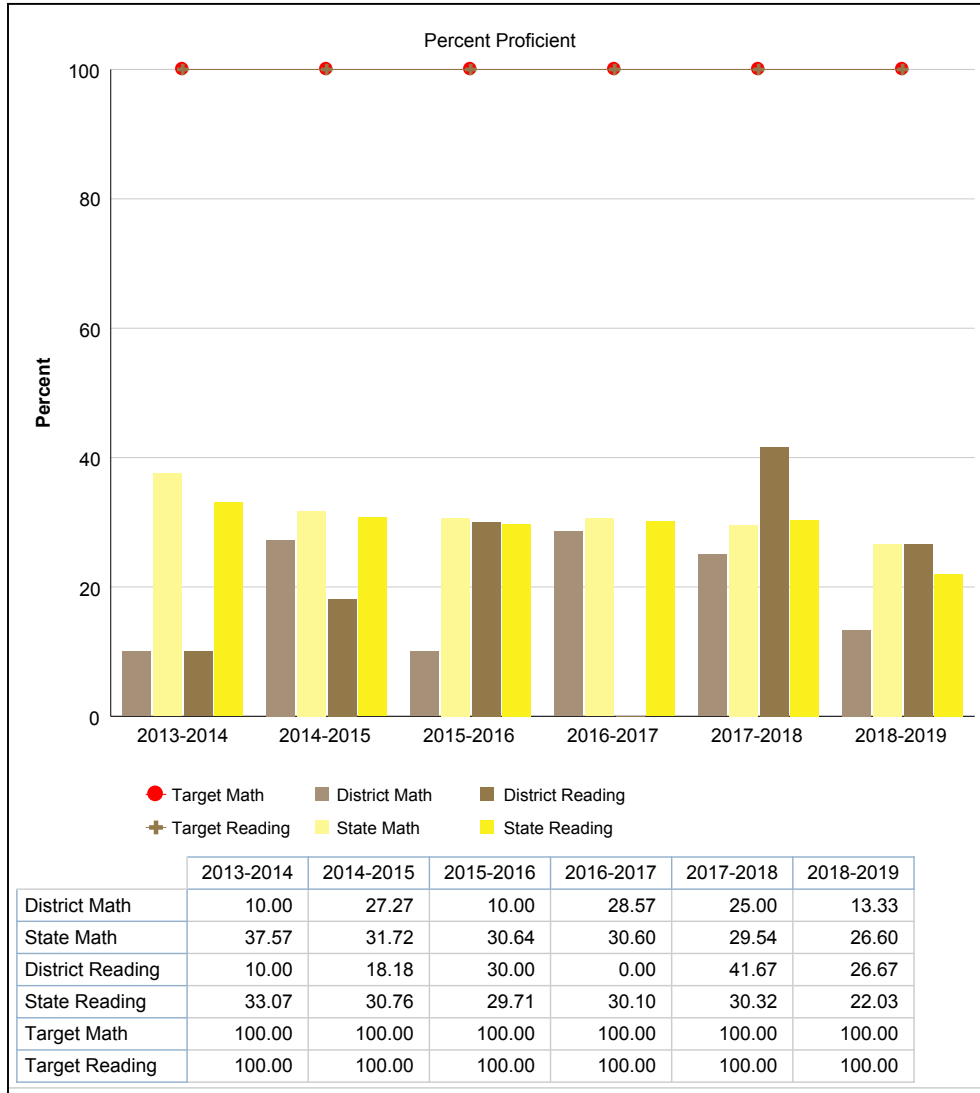Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 5th Grade Proficiency

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	45.45	7.69	12.50	31.25	15.38	28.57
State Math	39.66	35.51	35.32	34.42	34.91	27.53
District Reading	18.18	23.08	12.50	25.00	23.08	0.00
State Reading	35.40	35.43	34.74	34.08	35.05	22.34
Target Math	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
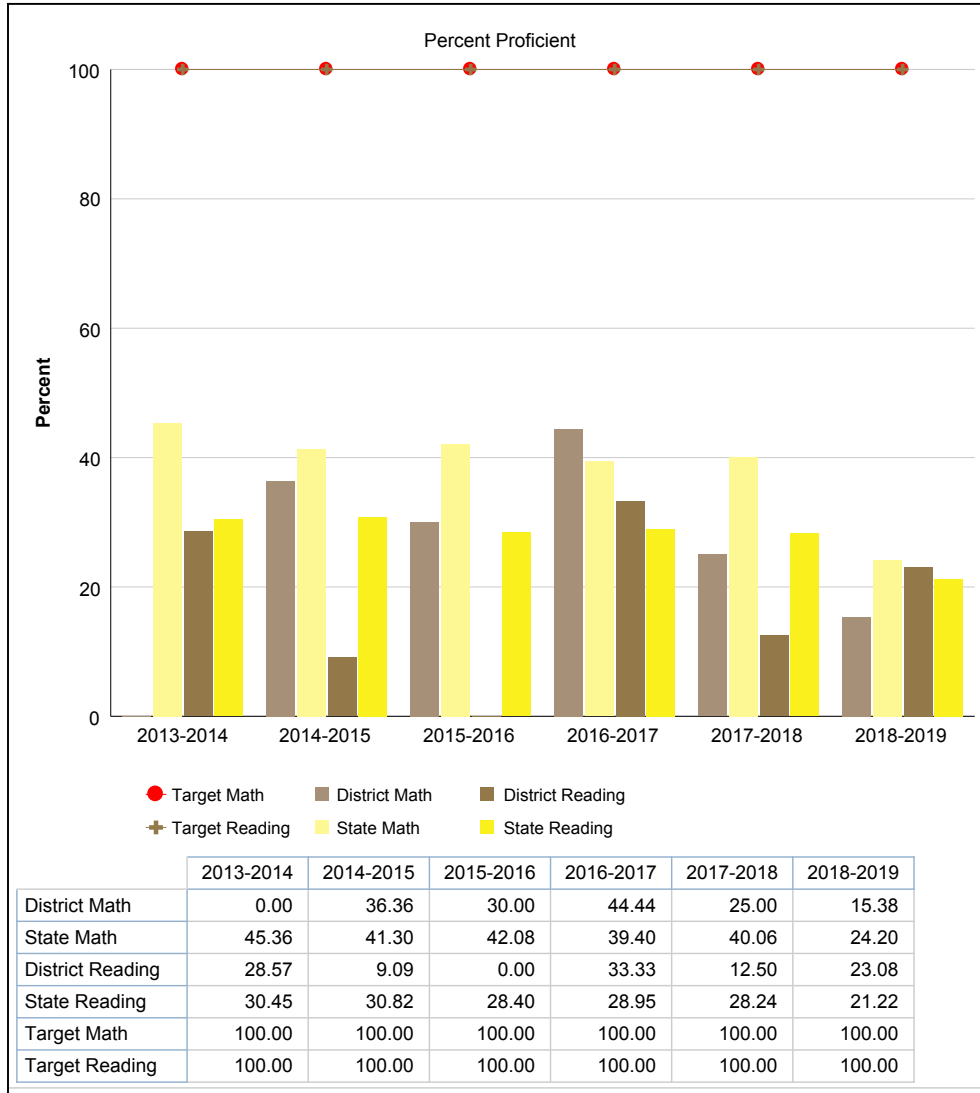Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 6th Grade Proficiency

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	10.00	27.27	10.00	28.57	25.00	13.33
State Math	37.57	31.72	30.64	30.60	29.54	26.60
District Reading	10.00	18.18	30.00	0.00	41.67	26.67
State Reading	33.07	30.76	29.71	30.10	30.32	22.03
Target Math	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
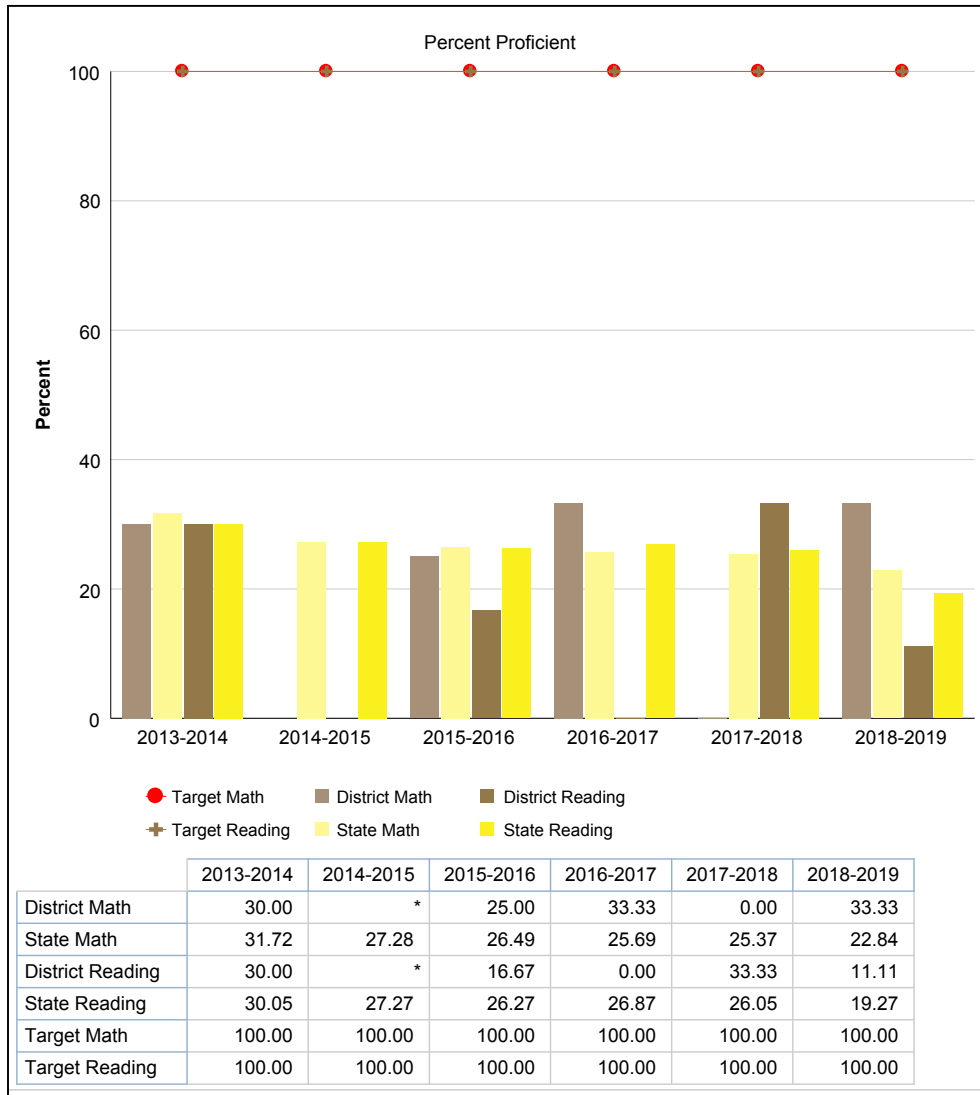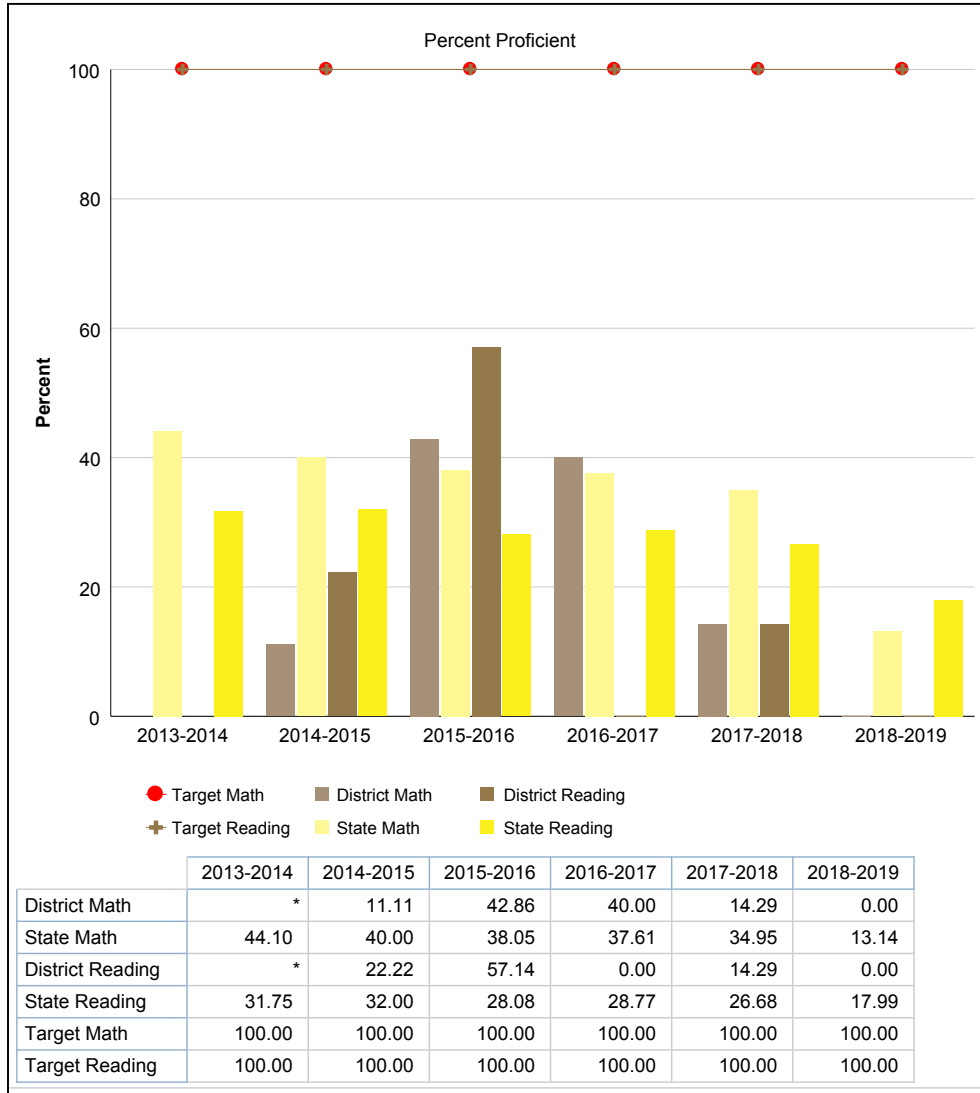Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 7th Grade Proficiency

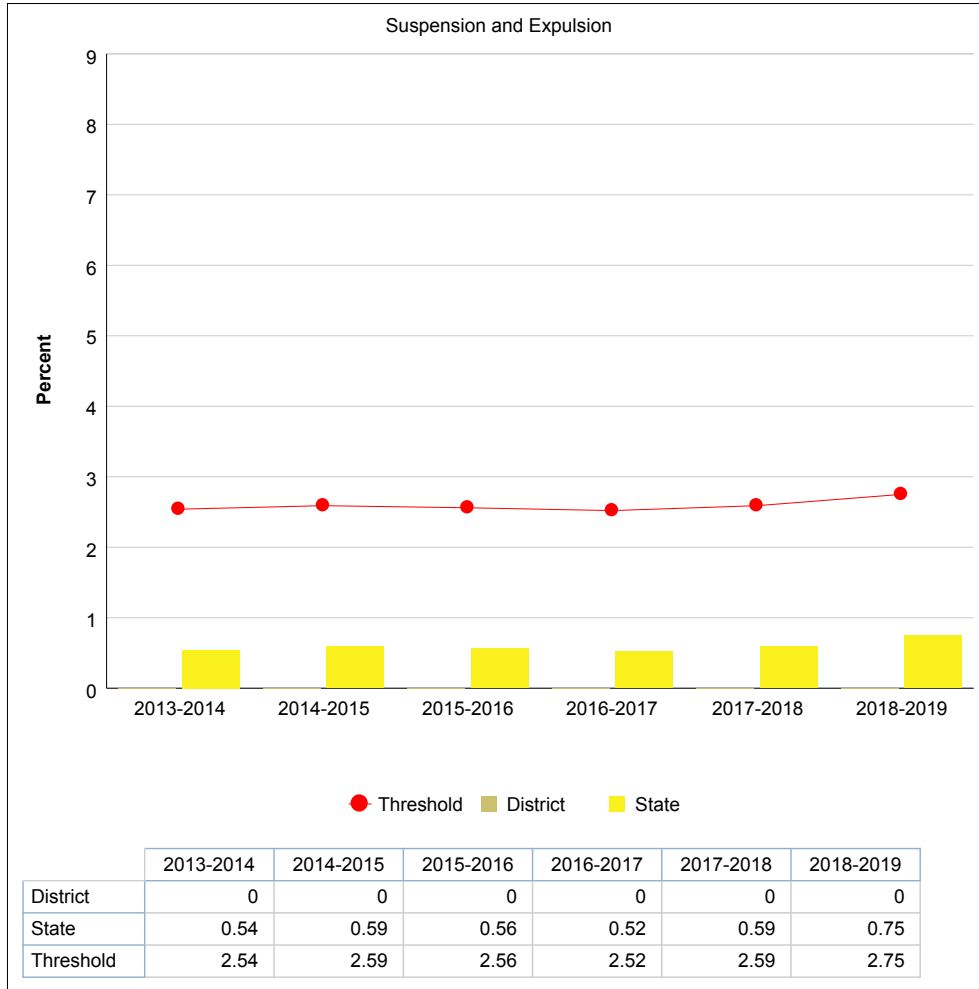|	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	0.00	36.36	30.00	44.44	25.00	15.38
State Math	45.36	41.30	42.08	39.40	40.06	24.20
District Reading	28.57	9.09	0.00	33.33	12.50	23.08
State Reading	30.45	30.82	28.40	28.95	28.24	21.22
Target Math	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	100.00	100.00	100.00	100.00	100.00	100.00

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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 8th Grade Proficiency

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	30.00	*	25.00	33.33	0.00	33.33
State Math	31.72	27.28	26.49	25.69	25.37	22.84
District Reading	30.00	*	16.67	0.00	33.33	11.11
State Reading	30.05	27.27	26.27	26.87	26.05	19.27
Target Math	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	100.00	100.00	100.00	100.00	100.00	100.00

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Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 11th Grade Proficiency

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Math	*	11.11	42.86	40.00	14.29	0.00
State Math	44.10	40.00	38.05	37.61	34.95	13.14
District Reading	*	22.22	57.14	0.00	14.29	0.00
State Reading	31.75	32.00	28.08	28.77	26.68	17.99
Target Math	100.00	100.00	100.00	100.00	100.00	100.00
Target Reading	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: AYP database
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
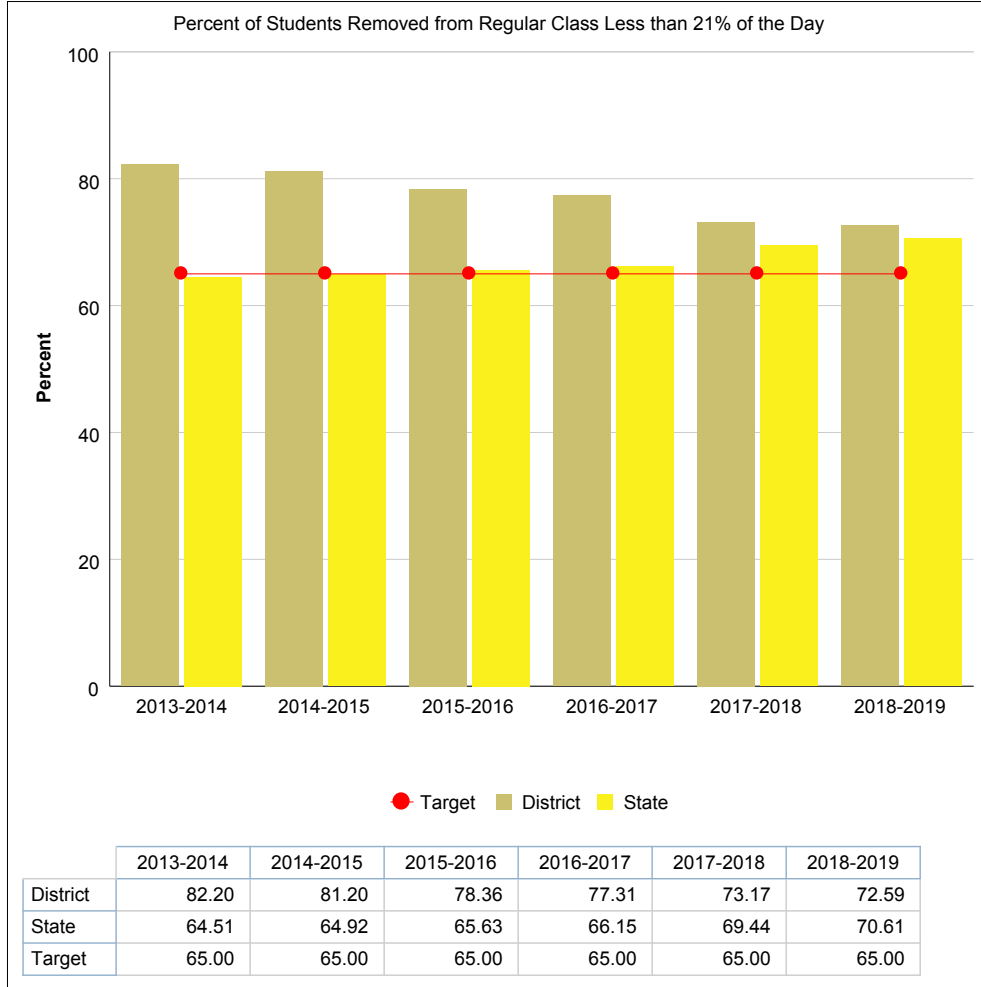* Data has been masked to protect the identity of students using one of the following criteria:
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Individuals with Disabilities Education Act (IDEA) Part B

Indicator B4A: Percent of students with IEPs suspended or expelled for more than 10 days.

Suspension and Expulsion

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	0	0	0	0	0	0
State	0.54	0.59	0.56	0.52	0.59	0.75
Threshold	2.54	2.59	2.56	2.52	2.59	2.75

Data Source: SRI
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
Note: The data for Indicator B4A lag one year. This means that the data reported for FFY 2018 (2018-19) were collected during the 2017-18 school year.

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B4B: Percent of students with IEPs suspended or expelled for more than 10 days by race or ethnicity.

Suspension and Expulsion by Race or Ethnicity

	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	Two or more	White
District	0	0	*	*	0	*	0
State	0	0	2.00	0.68	1.00	1.53	0.49
Threshold	2.75	2.75	2.75	2.75	2.75	2.75	2.75
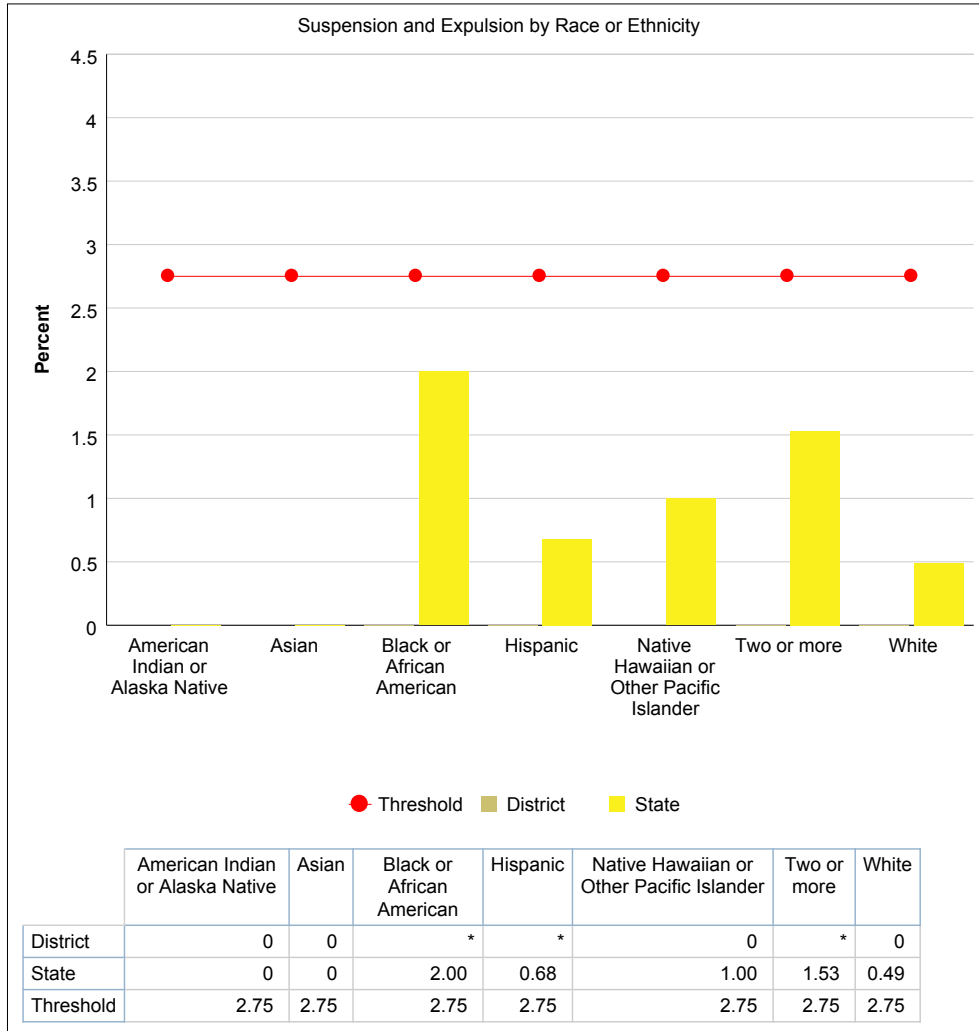
Data Source: SRI
Data Range: FFY 2018 (2018-19)
* Data has been masked to protect the identity of students using one of the following criteria:
 1) Fewer than 10 students were reported in a grade or standard
 2) All students were reported in a single performance category

Note: The data for Indicator B4B lag one year. This means that the data reported for FFY 2018 (2018-19) were collected during the 2017-18 school year.

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5A: Percent of students with IEPs aged 6 through 21 removed from regular class less than 21% of the day.
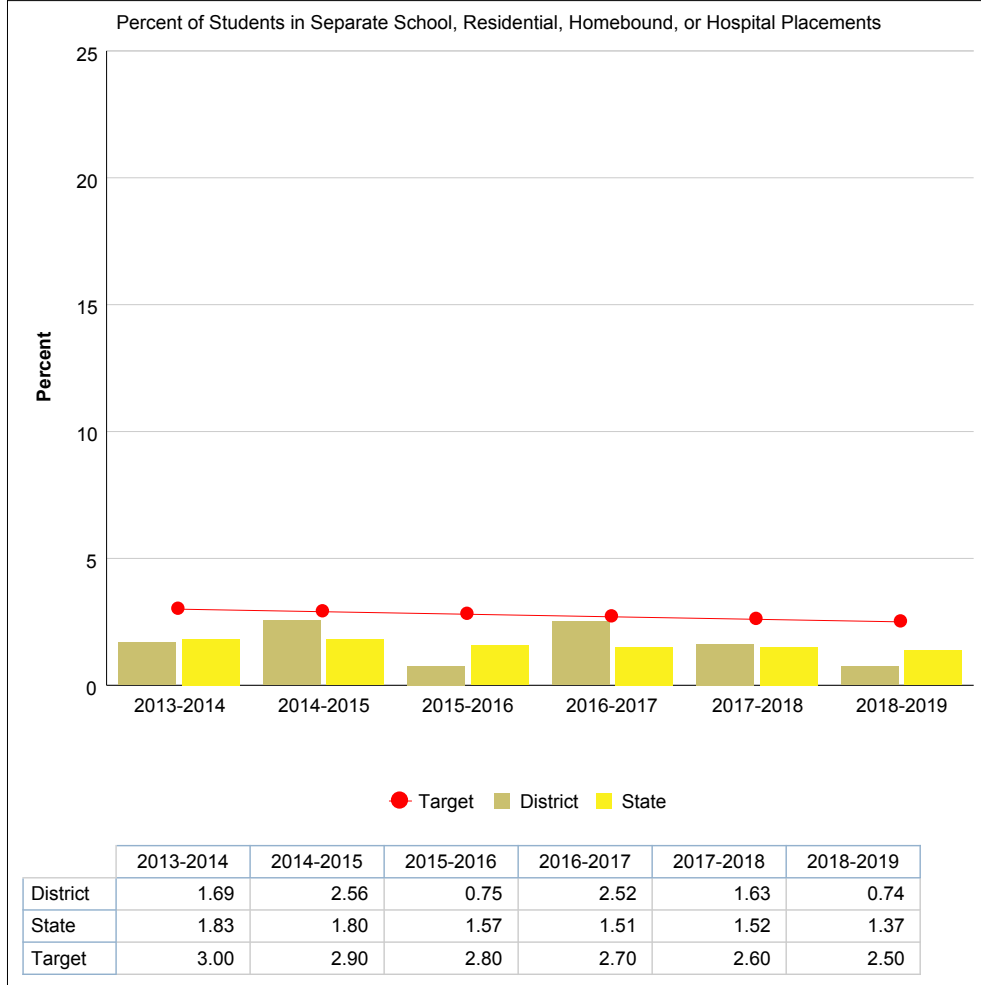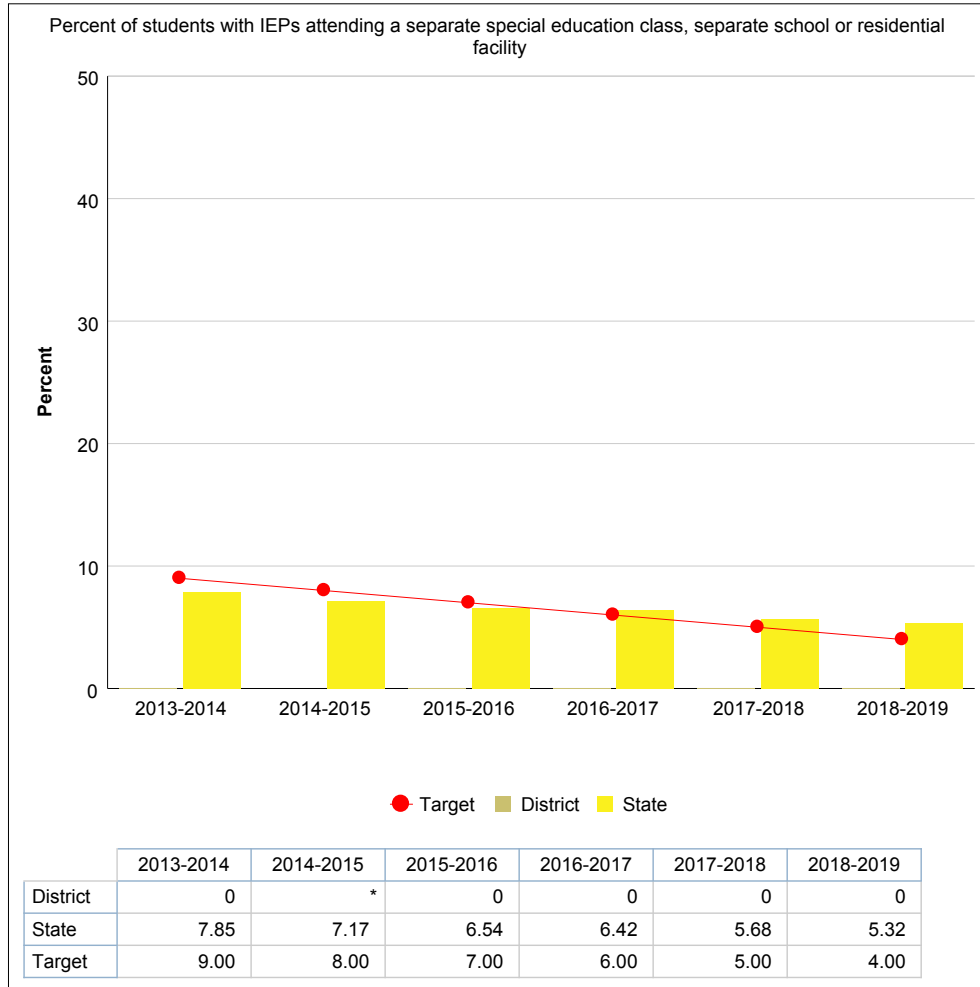

Percent of Students Removed from Regular Class Less than 21% of the Day

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	82.20	81.20	78.36	77.31	73.17	72.59
State	64.51	64.92	65.63	66.15	69.44	70.61
Target	65.00	65.00	65.00	65.00	65.00	65.00

Data Source: IMS
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5B: Percent of students with IEPs aged 6 through 21 removed from regular class greater than 60% of the day.

Percent of Students Removed from Regular Class Greater than 60% of the Day

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	6.78	9.40	8.96	5.88	5.69	4.44
State	8.38	8.60	8.90	8.45	8.14	7.78
Target	9.50	9.00	8.50	8.00	7.50	7.00
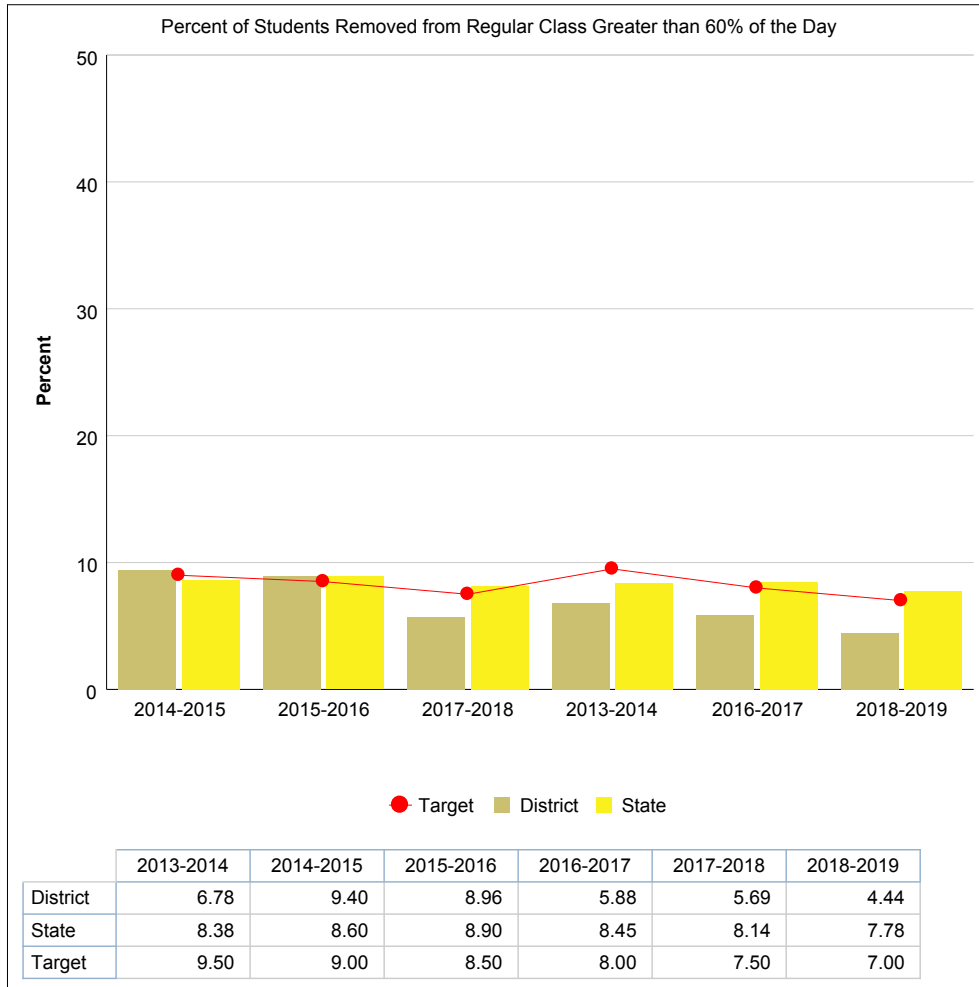
Data Source: IMS
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5C: Percent of students with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.

Percent of Students in Separate School, Residential, Homebound, or Hospital Placements

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	1.69	2.56	0.75	2.52	1.63	0.74
State	1.83	1.80	1.57	1.51	1.52	1.37
Target	3.00	2.90	2.80	2.70	2.60	2.50

Data Source: IMS
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B6A: Percent of students with IEPs aged 3 through 5 attending a regular early childhood program and receiving the majority of services in the regular early childhood program.
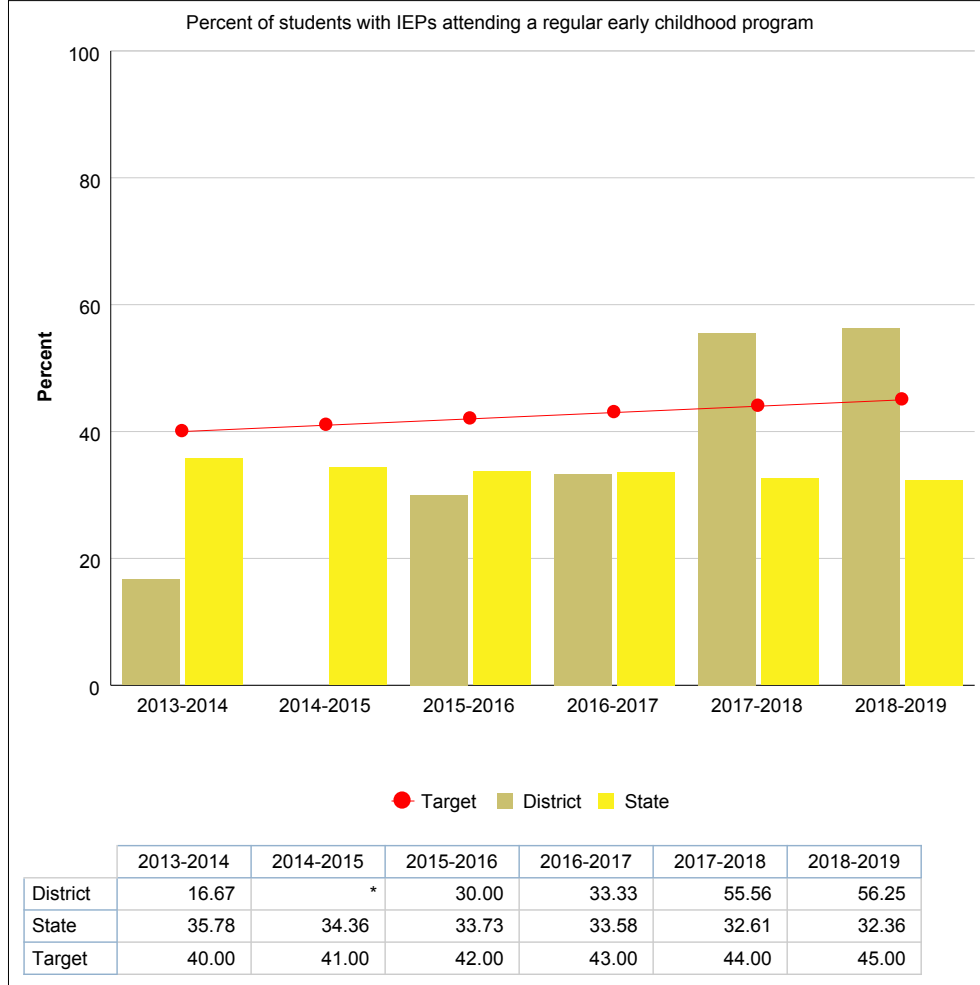
Percent of students with IEPs attending a regular early childhood program

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	16.67	*	30.00	33.33	55.56	56.25
State	35.78	34.36	33.73	33.58	32.61	32.36
Target	40.00	41.00	42.00	43.00	44.00	45.00

Data Source: IMS
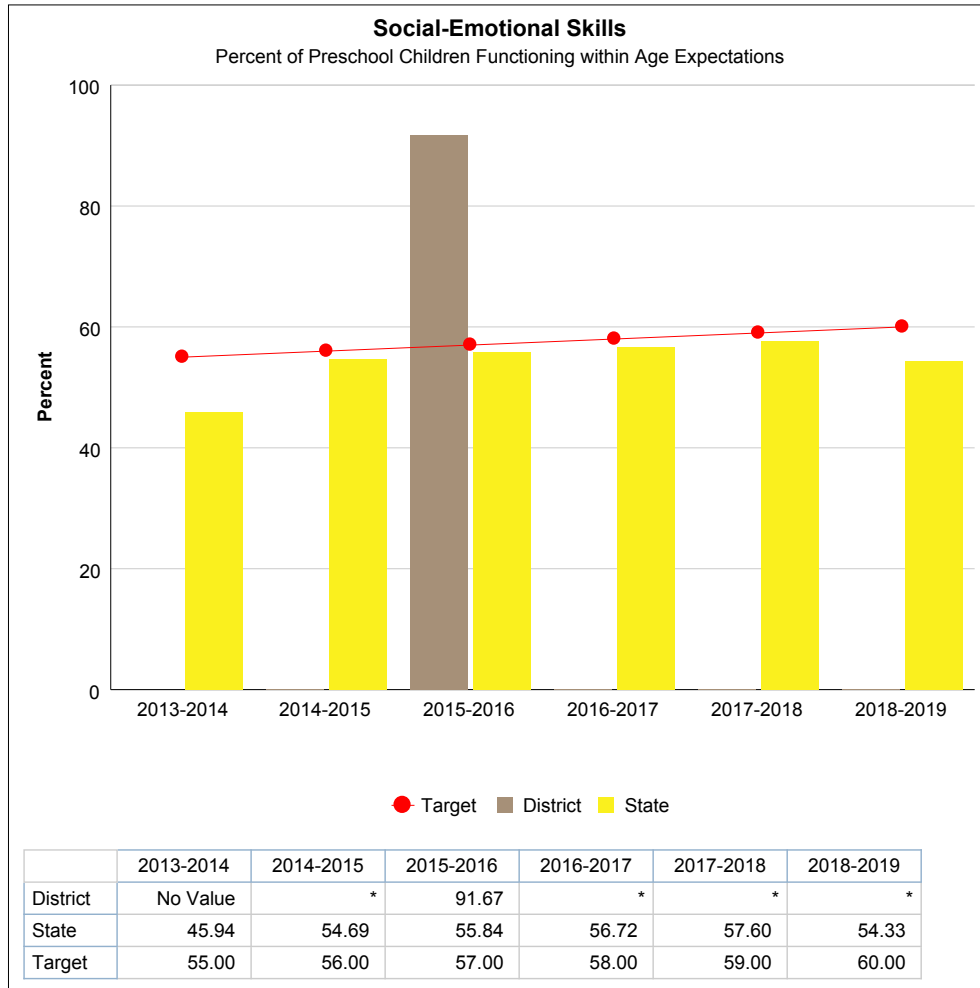Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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  2) All students were reported in a single performance category

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B6B: Percent of students with IEPs aged 3 through 5 attending a separate special education class, separate school or residential facility.

Percent of students with IEPs attending a separate special education class, separate school or residential facility

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	0	*	0	0	0	0
State	7.85	7.17	6.54	6.42	5.68	5.32
Target	9.00	8.00	7.00	6.00	5.00	4.00

Data Source: IMS
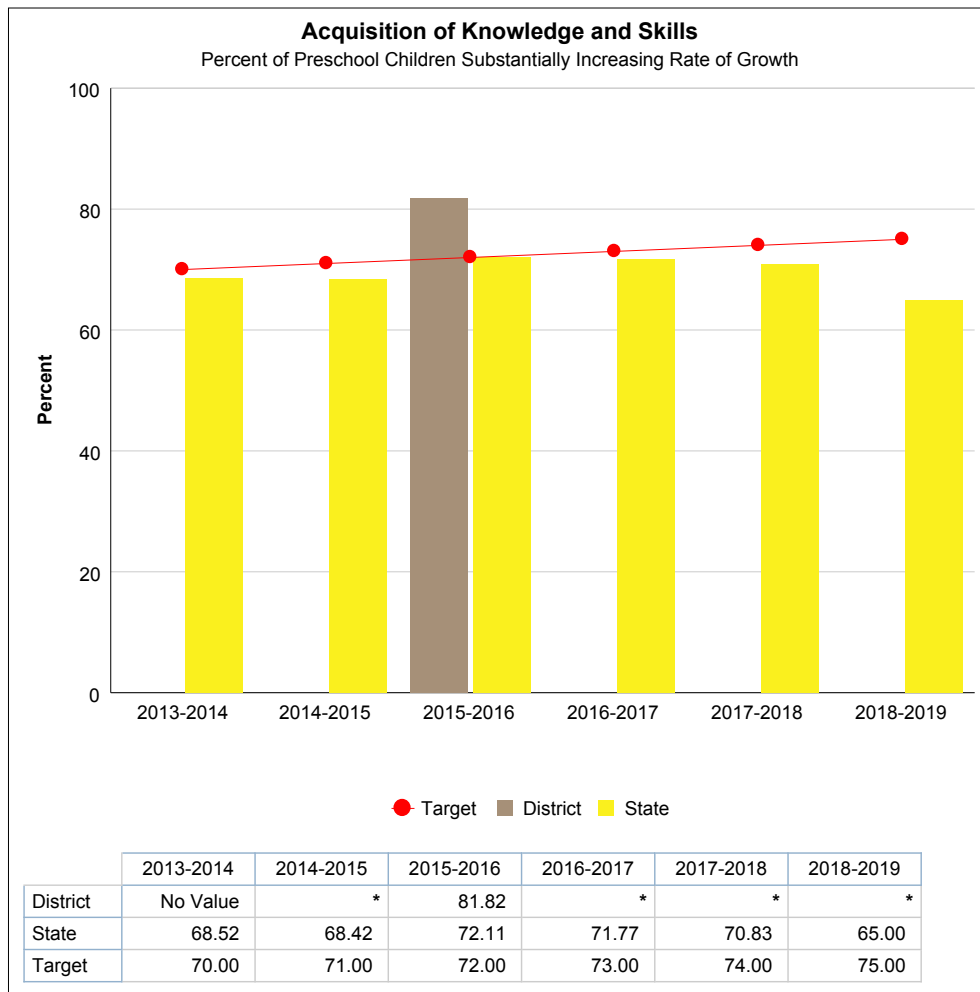Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
* Data has been masked to protect the identity of students using one of the following criteria:
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 2) All students were reported in a single performance category

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7A: Percent of preschool students with IEPs who demonstrate improved positive social-emotional skills.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 year of age or exited the program.

Social-Emotional Skills
Percent of Preschool Children Substantially Increasing Rate of Growth

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	No Value	*	*	*	*
State	54.02	60.92	62.96	63.03	65.06	55.92
Target	62.00	63.00	64.00	65.00	66.00	67.00

Data Source: IMS
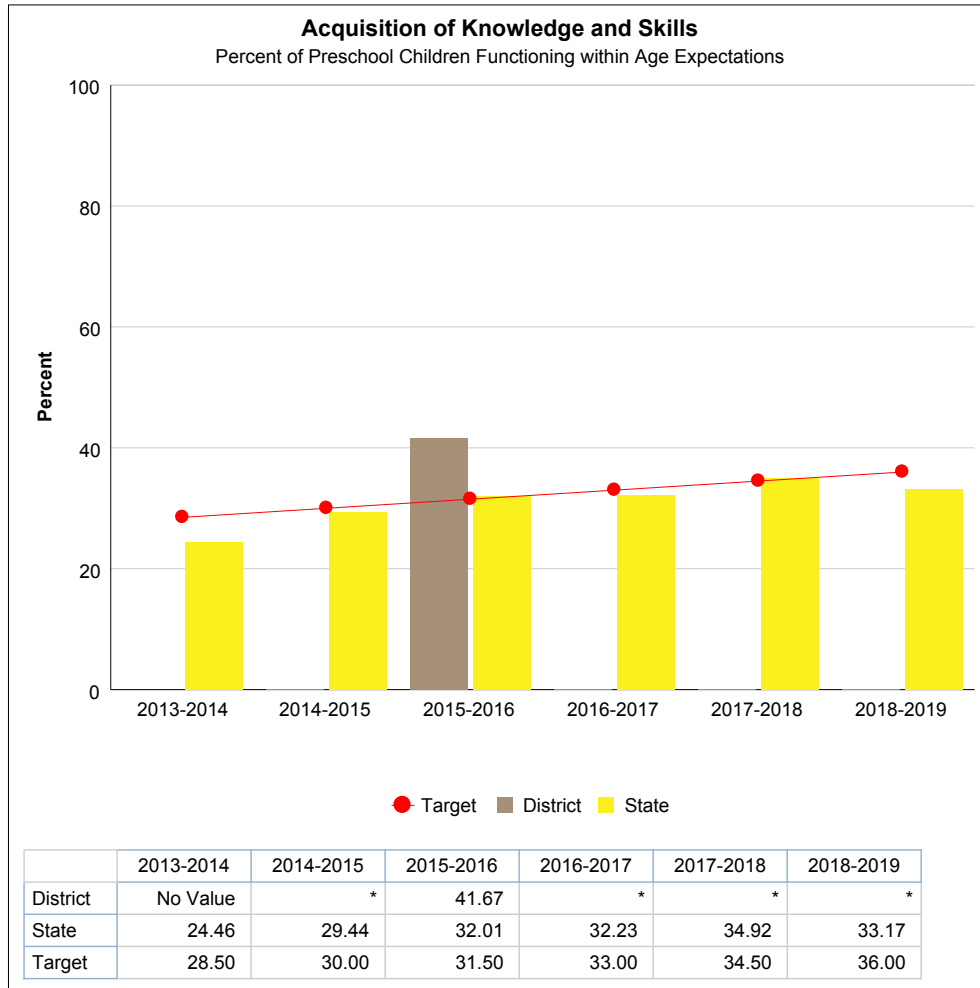Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
* Data has been masked to protect the identity of students using one of the following criteria:
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 2) All students were reported in a single performance category

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7A: Percent of preschool students with IEPs who demonstrate improved positive social-emotional skills.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.

Social-Emotional Skills
Percent of Preschool Children Functioning within Age Expectations

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	91.67	*	*	*
State	45.94	54.69	55.84	56.72	57.60	54.33
Target	55.00	56.00	57.00	58.00	59.00	60.00

Data Source: IMS
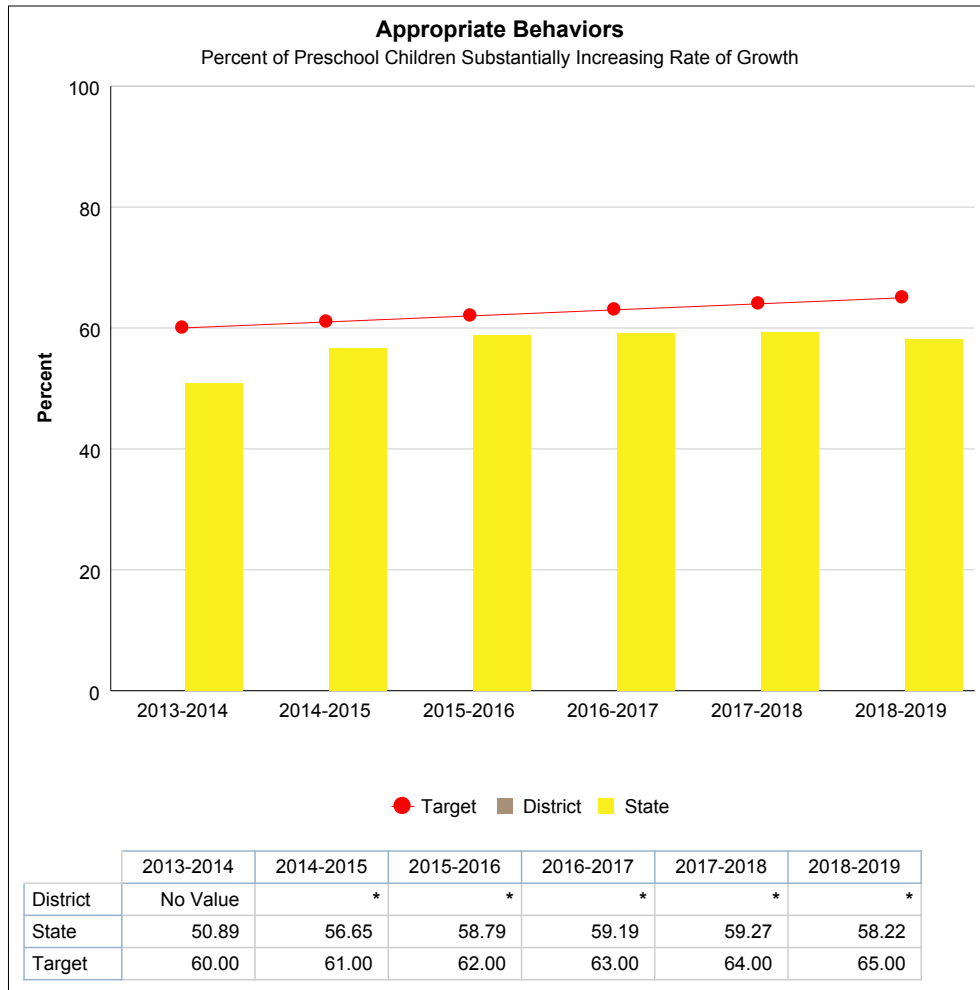Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquisition and use of knowledge and skills.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Acquisition of Knowledge and Skills
Percent of Preschool Children Substantially Increasing Rate of Growth

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	81.82	*	*	*
State	68.52	68.42	72.11	71.77	70.83	65.00
Target	70.00	71.00	72.00	73.00	74.00	75.00

Data Source: IMS
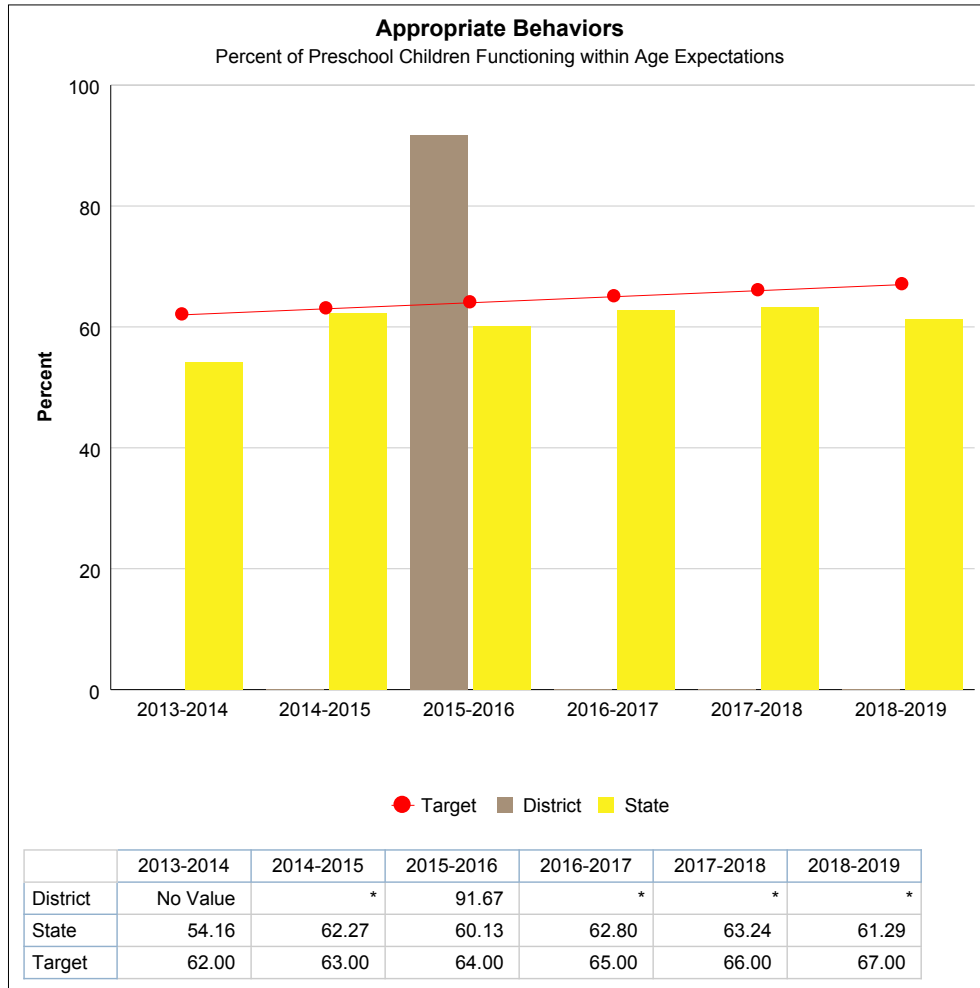Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
* Data has been masked to protect the identity of students using one of the following criteria:
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Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquistition and use of knowledge and skills.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.

Acquisition of Knowledge and Skills
Percent of Preschool Children Functioning within Age Expectations

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	41.67	*	*	*
State	24.46	29.44	32.01	32.23	34.92	33.17
Target	28.50	30.00	31.50	33.00	34.50	36.00

Data Source: IMS
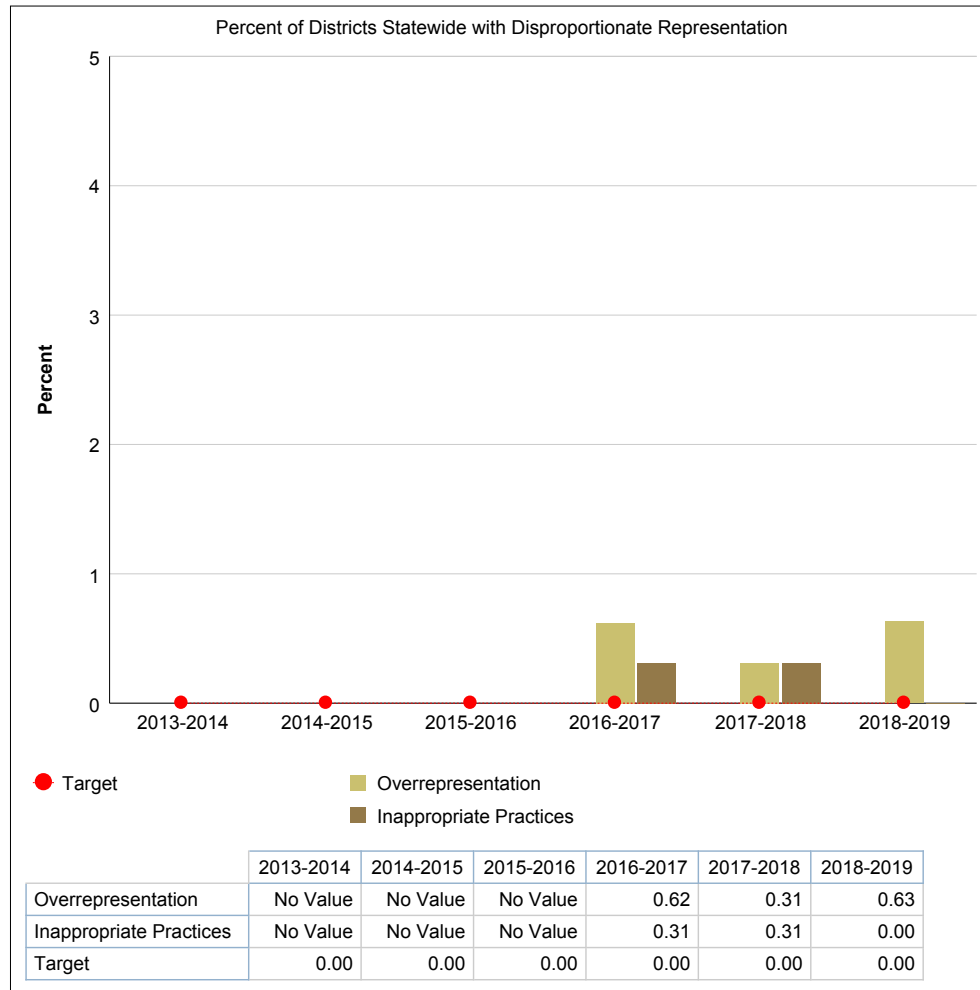Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
* Data has been masked to protect the identity of students using one of the following criteria:
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Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7C: Percent of preschool students with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program

Appropriate Behaviors
Percent of Preschool Children Substantially Increasing Rate of Growth

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	*	*	*	*
State	50.89	56.65	58.79	59.19	59.27	58.22
Target	60.00	61.00	62.00	63.00	64.00	65.00

Data Source: IMS
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7C: Percent of preschool students with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.

Appropriate Behaviors
Percent of Preschool Children Functioning within Age Expectations

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	*	91.67	*	*	*
State	54.16	62.27	60.13	62.80	63.24	61.29
Target	62.00	63.00	64.00	65.00	66.00	67.00

Data Source: IMS
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)
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Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

IN FFY16, THE STATE MADE CHANGES TO THE AGENCY HELD RESPONSIBLE FOR INDICATOR B9. HISTORICALLY, AREA EDUCATION AGENCIES (AEAS) WERE HELD ACCOUNTABLE FOR THIS MEASURE. DATA ARE NOT AVAILABLE FOR FFY13 - FFY15. FOR ADDITIONAL INFORMATION, PLEASE SEE INTRODUCTORY TEXT DESCRIBING CHANGES MADE DURING FFY16.

Percent of Districts Statewide with Disproportionate Representation

● Target   ▇ Overrepresentation

▇ Inappropriate Practices

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overrepresentation	No Value	No Value	No Value	0.62	0.31	0.63
Inappropriate Practices	No Value	No Value	No Value	0.31	0.31	0.00
Target	0.00	0.00	0.00	0.00	0.00	0.00

Data Source: SRI
Data Range: FFY 2018 (2018-19)

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B13: Percent of students with IEPs age 16 and above with measureable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.

IEPs with Measurable Annual Goals and Transition Services

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	100.00	No Value	38.89	61.54	100.00
State	85.21	87.55	94.73	61.69	63.86	65.91
Target	100.00	100.00	100.00	100.00	100.00	100.00
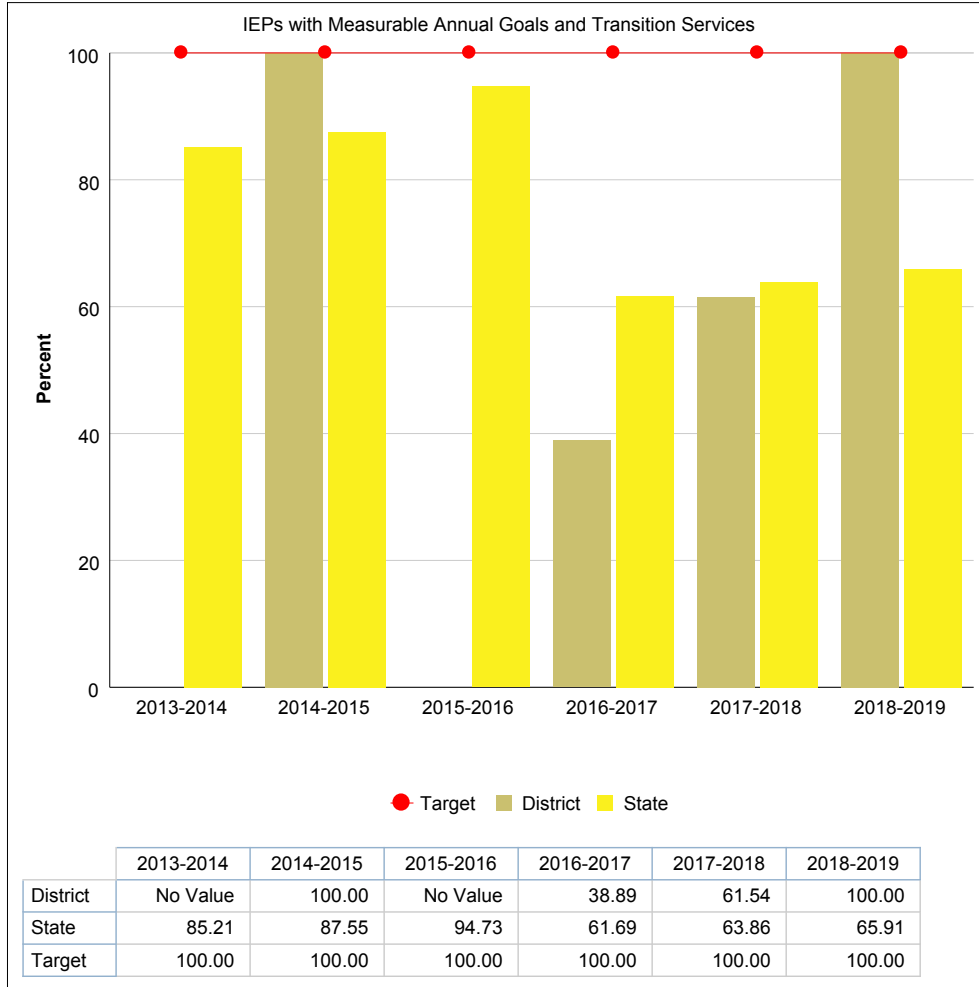
Data Source: ISTAR
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)

Note: In FFY16 the State implemented a revised sampling plan that included all districts in the state. Prior yearÆs data were sampled only from districts up for a site review. For additional information, please see introductory text describing changes made during FFY16.

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14A: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.

Enrolled in Higher Education within One Year of Leaving High School

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	No Value	*	18.18	*	*
State	33.51	30.71	28.46	18.86	18.45	20.17
Target	40.00	42.00	44.00	46.00	48.00	50.00

Data Source: Iowa Department of Education Survey, Iowa Workforce Development, National Student Clearinghouse
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)

Note: In FFY16, the State moved from a sampled survey of former students to utilizing data available from National Student Clearinghouse and Iowa Workforce Development to obtain population data. For additional information, please see introductory text describing changes made during FFY16.

* Data has been masked to protect the identity of students using one of the following criteria:
  1) Fewer than 10 students were reported in a grade or standard
  2) All students were reported in a single performance category

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14B: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or were competitively employed within one year of leaving high school.

Enrolled in Higher Education or Competitively Employed within One Year of Leaving High School

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	No Value	*	72.73	*	*
State	59.15	58.57	53.94	60.55	55.17	57.02
Target	62.00	64.00	66.00	68.00	70.00	72.00

Data Source: Iowa Department of Education Survey, Iowa Workforce Development, National Student Clearinghouse
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)

Note: In FFY16, the State moved from a sampled survey of former students to utilizing data available from National Student Clearinghouse and Iowa Workforce Development to obtain population data. For additional information, please see introductory text describing changes made during FFY16.

* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

Missouri Valley Community School District (4356) Profile

Iowa FFY 2018 (2018-2019)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14C: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment

Enrolled in Higher Education or Postsecondary Education or Training; or Competitively Employed or in Some Other Employment within One Year of Leaving High School

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District	No Value	No Value	*	72.73	*	*
State	78.74	83.14	89.46	72.69	65.82	66.59
Target	89.00	90.00	91.00	92.00	93.00	94.00

Data Source: Iowa Department of Education Survey, Iowa Workforce Development, National Student Clearinghouse
Data Range: FFY 2013 (2013-14) - FFY 2018 (2018-19)

Note: In FFY16, the State moved from a sampled survey of former students to utilizing data available from National Student Clearinghouse and Iowa Workforce Development to obtain population data. For additional information, please see introductory text describing changes made during FFY16.

    * Data has been masked to protect the identity of students using one of the following criteria:
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SPED 7.2 - Special Education District Profile Reports - Report Definition

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REPORT PURPOSE

The Special Education District Profiles Report allows users to display district-level data on many of the special education indicators that are required based on Iowa's State Performance Report that is required by the Office of Special Education Programs (OSEP) under the Individuals with Disabilities Act (IDEA) of 2004. Annual outcomes and targets are displayed graphically for each indicator.

WHAT DATA ARE INCLUDED / WHAT DATA ARE EXCLUDED

This report contains longitudinal district-level data, state-level data, and annual targets for the following indicators. Please note that this report must be run based on the federal fiscal year, which then corresponds to a particular school year. For example the FFY 2018 district profile corresponds to the 2018-2019 school year. The SPED 7.2 Report uses data reported via Student Reporting in Iowa (SRI) data submissions and information from the Special Education Information Management System (IMS).

- B1 – Graduation
- B2 – Dropout
- B3B – State Assessment Participation
- B3C – State Assessment Performance
- B4A – Suspensions and Expulsions
- B4B – Suspensions and Expulsions by Race/Ethnicity
- B5 – Least Restrictive Environment 6-21
- B6 – Least Restrictive Environment 3-5
- B7 – Early Childhood Outcomes
- B9 – Disproportionality
- B13 – Secondary Transition on IEP
- B14 – Secondary Transition One Year Out

TARGETS AND THRESHOLDS

For indicators which have a target, the desired data is at or above that set number. For indicators which have a threshold, the desired data is at or below that set number. Targets of 100% and thresholds of 0% are set by the federal OSEP.

DATA CALCULATIONS

The calculations for each indicator are documented in detail in the state's State Performance Report. A summary of these calculations is below:

- B1 – Title 1 Cohort Graduation Rate = $[(FG + TIG) / (F+TI-TO)] *100$
- B1 – Extended Graduation Rate = $[(FG5 + TIG) / (F5 + TI – TO)] * 100$
  - FG = First-time 9th grade students in fall of 2014 and graduated in 2018 or earlier
  - FG5 = First-time 9th grade students in fall of 2013 and graduated in 2018
  - TIG = Students who transferred in grades 9 to 12 and graduate in 2018 or sooner
  - F   = First-time 9th grade students in fall of 2014
  - F5   = First-time 9th grade students in the fall of 2013
  - TI   = Transferred in the first-time 9th graders' cohort in grades 9 to 12
  - TO = Transferred out (including emigrates and deceased)

- B2 - The numerator is the number of students with an IEP who exited special education due to dropping out. The denominator is the sum of students with an IEP that (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, (d) dropped out, or (e) died.

- B3B – Participation Rate Percent = (# students with IEPs participating in the assessment in a particular grade / # students with IEPs enrolled during the testing window in a particular grade, calculated separately for reading and math) * 100

- B3C – Proficiency Rate Percent = (# students with IEPs enrolled for a full academic year scoring at or above proficient in a particular grade / # students with IEPs enrolled for a full academic year in a particular grade, calculated separately for reading and math) * 100

- B4A – Long-term Suspension/Expulsion Rate = (# students with IEPs, age 6-21 / # students with IEPs, age 6-21, suspended or expelled for more than 10 days) * 100

- B4B – Long-term Suspension/Expulsion Rate by Race/Ethnicity = (# students with IEPs in the racial/ethnic category, age 6-21 / # students with IEPs in the racial/ethnic category, age 6-21, suspended or expelled for more than 10 days) * 100

- B5A – Inside regular class 80% or more of the day percent = # students with IEPs, age 6-21, served inside the regular class 80% of more of the day / # students with IEPs, age 6-21) * 100

- B5B – Inside regular class less than 40% of the day percent = # of students with IEPs, age 6-21, served inside the regular class less than 40% of the day / # students with IEPs, age 6-21) * 100

- B5C – Served in other placements percent = # of students with IEPs, age 6-21, served in separate schools, residential facilities, or homebound/hospital placements / # students with IEPs, age 6-21) * 100

- B6A – Attending a regular early childhood = (# of children with IEPs, age 3-5, attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program/ # of children with IEPs, aged 3-5) * 100

- B6B – Attending and receiving services in a separate school or residential facility = (# of children with IEPs, age 3-5, attending a separate school or residential facility/ # of children with IEPs, aged 3-5) * 100

- B7 – Early Childhood Outcomes is comprised of six summary statements in three areas. The following categories are used to calculate the summaries:
  - a = # of preschool children who did not improve functioning
  - b = # of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
  - c = # of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
  - d = # of preschool children who improved functioning to reach a level comparable to same-aged peers
  - e = # of preschool children who maintained functioning at a level comparable to same-aged peers

- B7A, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of social-emotional skills = $[(c + d) / (a + b + c + d)] *$

100

• B7A, Summary Statement 2 – Percent of preschool children functioning within age expectations for social-emotional skills by the time they turned 6 years of age or exited the program = $[(d + e) / (a + b + c + d + e)] * 100$

• B7B, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of acquisition and use of knowledge and skills = $[(c + d) / (a + b + c + d)] * 100$

• B7B, Summary Statement 2 – Percent of preschool children functioning within age expectations for acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program = $[(d + e) / (a + b + c + d + e)] * 100$

• B7C, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of use of appropriate behaviors to meet their needs = $[(c + d) / (a + b + c + d)] * 100$

• B7C, Summary Statement 2 – Percent of preschool children functioning within age expectations for use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program = $[(d + e) / (a + b + c + d + e)] * 100$

• B9 – Percent of districts with disproportionate representation of racial and ethnic groups = (# of districts with disproportionate representation of racial and ethnic groups in special education / total # of districts in the State).

• B13 – Percent of youth aged 14 and above with an IEP that includes appropriate, measurable postsecondary goals that are annually updated and age appropriate = (# of youth aged 14 and above with an IEP that includes appropriate, measurable postsecondary goals that are annually updated and age appropriate / # of youth aged 14 and above with an IEP) * 100

• B14 – Postsecondary One Year Out is comprised of three sub-indicators. The following categories are used in calculating each sub-indicator:

a = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school

b = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were competitively employed within one year of leaving high school

c = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were in some other post-secondary education or training program within one year of leaving high school

d = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were in some other employment within one year of leaving high school

• B14A – Percent enrolled in higher education = (a / # of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) * 100

• B14B – Percent enrolled in higher education or competitively employed = $[(a + b) / $ # of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school] * 100

• B14C – Percent enrolled in higher education, or in some other post-secondary education or training program; or competitively employed, or in some other employment = $[(a + b + c + d) / $ # of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school] * 100

REPORT USES

The data is this report can be used by districts and AEAs to monitor progress over time on indicators and evaluate whether or not targets are being met. The data in this report is used by the State to make annual district determinations, which may result in required action plans.

REPORT SECURITY

Users must be at the district, AEA, or state-level to run this report. Data on this report may be redacted for users who do not have small cell size access at their native location, or who run this report for a location to which they are not assigned.

EXPORT TO MICROSOFT EXCEL OR ADOBE READER

This report may be exported to Microsoft Excel or Adobe Reader using Cognos View options found in the upper right hand corner of the report display.

In some cases, Microsoft Internet Explorer may require modification to security settings to permit the Excel application to launch.
In Internet Explorer, select:

1) 'Tools' from the menu bar   6) In pop-up box, click on 'Advanced'
2) Internet Options   7) Enter the EdInsight site into zone; Click 'Add'
3) Security   8) Click 'Ok'
4) Highlight Local Intranet   9) Close out browser
5) After highlighting, click on sites   10) Try exporting to Excel

For additional assistance or concerns regarding this report, please contact: EdInsight@iowa.gov