



DATA NOTES

CORE DATA SCREENS
12, 13 AND 08

Exiting and Follow Up Reports for Students with Disabilities

WHAT IS IT?

- ◇ Screen 12 of Core Data, due in the June Cycle, is an annual report required, in part, by section 618 of Individuals with Disabilities Education Act (IDEA 2004). The Office of Special Education Programs (OSEP) requires the information for students with disabilities be collected by age, reason for exit, disability category, race/ethnicity, gender and limited English proficiency (LEP). Districts will report all students ages 3 and 22 exiting early childhood and school aged special education programs.
- ◇ Screen 13 of Core Data, due in the June cycle, is required by the State of Missouri. Students with IEPs are included in the totals and are reported as a subset of all students. Screen 13 collects the number of students leaving, entering and remaining enrolled all year in secondary school.
- ◇ Screen 8 of Core Data, due in the February cycle, is required by the State of Missouri and includes information for the State Performance Plan as required by OSEP. This screen is completed by districts that had graduates with diplomas the previous school year. This report includes all students in the totals, but students with IEPs and students who participated in vocational rehabilitation cooperative work experience programs are also reported as subsets of all students.

PURPOSE

The primary purpose of collecting school data is to improve outcomes for students. Following are examples of how exiting data are used at local, state and national levels. This is not an exhaustive list. Maintaining data provides opportunities to review the history of performance, to note improvements made, or to monitor areas where improvements are needed.

LOCAL LEVEL:

Information is needed to address the district's performance.

- ◇ The development and implementation of an improvement plan resulting from data and systems analysis that will improve outcomes for students (further information can be found at (<http://www.dese.mo.gov/divspeced/DataCoord/IPindexpg.html>)).
- ◇ The district's Comprehensive School Improvement Plan (CSIP) to effectively address the instructional and curriculum needs of the students in the districts.

◇ Student performance reports and analyses, such as:

- Examining positive and negative trends. If students with disabilities are dropping out of school at a higher rate than all students, then the district's policies, practices and procedures need to be examined to identify possible causes for the greater dropout rate. These include, but are not limited to, discipline, attendance, behavioral supports, special education programs and transition programs including career and work experience programs. If a high percentage of students with disabilities are graduating, then the district should analyze the reasons for the success.
- Identifying students for graduate follow-up studies. The follow-up studies are necessary for evaluating and revising curriculum, career and work experience programming, class scheduling and identifying other changes the district needs to consider in meeting the educational needs of its students.

◇ District and building annual report cards include student graduation and dropout rates (calculated from Screen 13), and these rates include ALL students.

STATE LEVEL:

- ◇ Missouri School Improvement Program reviews and analyzes these data for the districts' performance report and accreditation status.
- ◇ The Missouri Part B State Performance Plan includes indicators and targets for graduating with a diploma, dropout rates and post high school activities.
- ◇ Federal requirements include a mandate to report these data publicly for all school districts every year.
- ◇ Exit data is used to identify districts eligible for Local Improvement Grants from Division of Special Education, as well as targeting other technical assistance to districts and selecting districts for onsite review.

NATIONAL LEVEL:

- ◇ Information is collected by Office of Special Education Programs (OSEP) to report and monitor the performance of students with disabilities for each state.
- ◇ This information is included in OSEP's Annual Report to Congress, and that information is significant when legislators consider reauthorization as well as federal funding for the programs authorized by IDEA.



REPORTING GUIDELINES

Instructions for completing the reports are included in the *Core Data Collection System Manual* or online at:

<http://dese.mo.gov/divimprove/coredata/CDcollect.html>.

SCREEN 12:

The data collected on Screen 12 applies to students with disabilities who were ages 3 through 22 on December 1. Districts report by building all students ages 3 through 22 who exited special education from July 1 to June 30 of the current school year including students ages 3 through 5 who received early childhood special education services and will enter kindergarten. See Core Data Manual Exhibit 20 for a listing of exit categories.

Effective July 1, 2005:

- High schools serving K-8 district students are responsible for reporting those students.
- K-8 districts are responsible for reporting all their students EXCEPT those being served by another district's high school.

SCREEN 13:

This collection includes the numbers of students graduated, transferred and dropped out. This applies to **all students**, including students with disabilities. The information reported on Screen 12 is needed for reporting on Screen 13. "IEP" on Screen 13 refers to only those students with disabilities.

Students with disabilities are to be counted in the "IEP" column, but they are also to be included in the totals by gender, race/ethnicity, FRL and LEP.

SCREEN 08:

This collection reports follow-up on all students who graduated with a diploma the previous year. This applies to **all students**, including students with IEPs. "Coop" refers to those students with disabilities who participated in a Vocational Rehabilitation cooperative work experience program.

Students with disabilities are to be counted in the "IEP" column and, when appropriate, the "Coop" column, but, they are also to be included in the totals by gender and race/ethnicity.

DROPOUT DEFINITION:

On Screen 13 the item labeled "dropout" includes, for students with IEPs, the following four categories from Screen 12:

- ◆ Received a certificate
- ◆ Reached maximum age
- ◆ Moved, not known to be continuing
- ◆ Dropped out

GRADUATE DEFINITION:

Only those students who are issued a diploma can be included in the High School Graduate category on Screen 13. If students with a disability complete their IEP requirements, they can be issued a diploma by the local Board of Education. If

students with disabilities do not meet graduation requirements for a diploma and are issued a "certificate of attendance" the students would not be considered high school graduates. For further clarification about graduation, see *Graduation Requirements for Students in Missouri's Public Schools, Special Considerations for Students with Disabilities*.

COMPARISON/RELATIONSHIP OF SCREENS 12, 13 & 8:

- ◇ On Screen 13 the total number of "High School Graduates with IEPs" should be relatively comparable to the number of "Graduated with Diploma" on Screen 12. Follow-up should be conducted and reported for these same graduates on Screen 08 the following February. Students with College Prep Certificates also receive diplomas but remember that the College Prep Certificates category may also include students with IEPs. See illustration below.
- ◇ Screens 12 and 13 allows districts to compare students with disabilities with their non-disabled peers by attendance centers, as well as district-wide. Again, these comparisons and analyses provide information the district needs to address any discrepancies in performance among various groups of students, among attendance centers and possibly at various grade levels.
- ◇ The relationship between Screens 12, 13 and 08 is illustrated below. Districts should compare the totals from all disability categories on Screen 12 to the totals on Screen 13 and should compare the numbers of graduates with diplomas to the follow-up data that is submitted the following February.

Example Reporting for Screens 12, 13 and 08

Screen 12 (June)	
Graduated with diploma.....	27
Received a certificate.....	2*
Reached maximum age.....	3*
Moved, not known to be continuing.....	5*
Dropped out.....	1*
Total.....	38
Screen 13 (June)	
High School Graduates/IEP	27
College Prep Certificates/IEP.....	9
Dropout/IEP.....	11*
Screen 08 (February)	
4-year College/IEP.....	7
2-year College/IEP.....	3
Military/IEP.....	4
Employment/IEP.....	13
Total/IEP.....	27



COLLECTING ACCURATE DATA

- ◇ Beginning in 2005-06, the Screen 12 collections is at the building-level and ages under 14 have been added. Make sure all attendance centers are aware of the changes.
- ◇ Review the most current instructions for collecting this data in the *Core Data Collection System Manual*. Major changes that impact the data were made this year.
- ◇ Accurate definitions are essential to collecting accurate data. Be sure the definitions used in the school district are consistent with the state level definitions.
- ◇ Be sure definitions are clear for all those responsible for collecting and reporting. Clarify who and what is being counted. Clarify the meaning of graduated, the meaning of dropout, and all the categories within both of those terms. Remember to include people in other agencies, if they will be responsible for collecting and reporting data.
- ◇ Review the district's policies and procedures for this data collection activity. Compare those policies and procedures with the most current instructions. If necessary, update the district's policies and procedures so they are consistent with state instructions and procedures.
- ◇ Be sure that the principals and/or directors at the various attendance centers understand the relationship between Screens 12, 13 and 08, as well as other data reports, such as Child Count, that can be used to check the accuracy of the data.

VERIFYING THE ACCURACY OF THE DATA

- √ Review resources noted at the end of this document. Check and compare the data that various attendance centers and the district are submitting with those resources.
- √ Disability and age should correspond to the information reported on the most recent child count.
- √ Compare the numbers reported on Screens 12 and 13. Review the categories on Screen 12 that translate as "dropout/IEP" on Screen 13. Review the definition of graduate and be sure that High School Graduate on Screen 13 includes only those students from Screen 12 who graduated with diploma.
- √ Be sure that all graduates with diploma from the previous year are being reported on Screen 08, both in the total column and the "IEP" column.



RESOURCES

Additional information regarding Graduation and Dropouts can be found at:

Department of Elementary and Secondary Education website Publications: dese.mo.gov

- ◇ Graduation Requirements for Students in Missouri's Public Schools (Special Policy Consideration for Students with Disabilities)
- ◇ Core Data Collection System Manual
- ◇ Missouri School Improvement Program Standards and Indicators Manual: Performance Standards for K-12 Districts
- ◇ Comprehensive School Improvement Plan Handbook

Division of Special Education website: dese.mo.gov/divspeced/

- ◇ Special Education Exit Report (Screen 12) Questions & Answers
<http://dese.mo.gov/divspeced/DataCoord/Q&A12.html>
- ◇ Technical Assistance Bulletin, January 1999 *Grading, Awarding Credit, and Graduation for Students with Disabilities at*
http://dese.mo.gov/divspeced/Publications/TA_Grading-0602.pdf
- ◇ Improvement Planning
<http://www.dese.mo.gov/divspeced/DataCoord/IPindexpg.html>

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