



## DATA NOTES

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# Exiting and Follow-Up Reports for Students with Disabilities

### WHAT IS IT?

- ◇ The MOSIS June Student Core includes an annual report of information required, in part, by Section 618 of the Individuals with Disabilities Education Improvement Act (IDEA 2004). The Office of Special Education Programs (OSEP) requires exiting 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 exiting early childhood and school aged special education programs.
- ◇ The MOSIS June Enrollment and Attendance includes exiting information about all students that is required by the State of Missouri. Districts reports entry/exit information for each time a student enters or exits a school, grade or changes residency status.
- ◇ The MOSIS February Student Graduate Follow-up includes information required by the State of Missouri and for the State Performance Plan as required by OSEP. Districts report information about all graduates with diplomas the previous school year, including students with IEPs.

### PURPOSE

The primary purpose of collecting school data is to improve outcomes for students. Examples of how exiting data are used at local, state and national levels follow. This is not an exhaustive list; maintaining data provides opportunities to review trends, to note improvements made or to monitor areas where improvements are needed.

#### LOCAL LEVEL:

This information is needed to address the district's performance, including but not limited to:

- ◇ Needs assessment and Improvement Planning for special education programs
- ◇ 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 could include 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 for ALL students.

#### STATE LEVEL:

- ◇ Missouri School Improvement Program reviews and analyzes these data for the districts' performance report and accreditation status.
- ◇ Division of Special Education's State Performance Plan includes indicators 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 target technical assistance to districts, select districts for onsite reviews, and to make local determinations.

#### 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 *MOSIS User's Guide* and the *Core Data Collection System Manual* or online at:

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

### **MOSIS June Student Core:**

The data collected includes information that applies to students with disabilities who exited special education during the current school year. See Core Data Manual Exhibit 20 for a listing of exit categories and definitions. Beginning with 2007-08, only MOSIS Student Core exit codes 01-Return to Regular Education and 17-Parent Withdrew Student will be used to populate Screen 12. Exit codes reported in the MOSIS Student Enrollment and Attendance file will be used for all other special education exiters.

### **MOSIS June Enrollment and Attendance:**

The data collected is a single record for each time a student exits a school, changes a grade or changes residency status. The record must include entry and exit information. This applies to **all students**, including students with disabilities. The exit codes reported for students with disabilities will be used to populate Screens 12 and 13.

### **MOSIS February Graduate Follow-Up:**

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.

### **DROPOUT DEFINITION:**

The exit codes used to determine dropouts includes the following categories:

- ◆ 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 graduate categories reported on the MOSIS June Student Core. If students with disabilities 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 (<http://www.dese.mo.gov/divspeced/Compliance/documents/GradingAwardingCreditGraduation.pdf>) and *Grading, Awarding Credit, and Graduation for Students with Disabilities* (<http://www.dese.mo.gov/divimprove/sia/gradndex.htm>).

## COMPARISONS/RELATIONSHIP OF DATA COLLECTIONS ABOUT EXITERS:

- ◇ Data collections about exiters reported on MOSIS June Student Core, June Enrollment and Attendance and the February Graduate Follow-Up allows districts to compare exiting information about students with disabilities with their non-disabled peers by attendance centers, as well as district-wide. 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.

## COLLECTING ACCURATE DATA

- ◇ Review the most current instructions for collecting this data in the *MOSIS User's Guide* and the *Core Data Collection System Manual*. Major changes in how the data are collected have been made via MOSIS.
- ◇ 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.

## RESOURCES

**Division of Special Education Data Coordination website regarding exit data:**

<http://www.dese.mo.gov/divspeced/DataCoord/Exitscreens.html>

**Division of Special Education Effective Practices website regarding transition:**

<http://www.dese.mo.gov/divspeced/EffectivePractices/Transition.htm>

## DATA COORDINATION CONTACTS

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