


Special Education Data




July 2010

Competencies


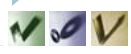
Participants will:

1. Know why you are reporting Special Education data and how it is being used
2. Know what data are collected for students with disabilities
3. Know how the required data are reported to DESE




Rate Your Comfort Level with...

- Special Education
- Special Education Core Data
- MOSIS

Alphabet Soup

- IDEA: Individuals with Disabilities Education Act
- OSEP: Office of Special Education Programs
- IEP: Individualized Education Program
- MOSIS: Missouri Student Information System



Individuals with Disabilities Education Improvement Act

(IDEA 2004)

- ✓ Emphasizes **RESULTS** and **OUTCOMES**
- ✓ Places greater emphasis on **PERFORMANCE** in addition to compliance

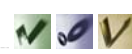
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Makes it very difficult to ignore or downplay **DATA** related to results and outcomes



Data Requirements of IDEA04

- Child Count
- Educational Environments
- Exiting
- Discipline (Suspension/Expulsion)
- Personnel
- Assessment
- Dispute Resolution
- Disproportionality (Race/Ethnicity)
- Parentally-placed private school children
- Early Intervening Services
- SPP/APR



Data Requirements of IDEA04

State Performance Plan (SPP) and Annual Performance Reports (APR)

- Twenty (20) performance indicators for the state (14 apply to districts)
- Targets for six years were established in the SPP
- Annual state progress to be reported in Annual Performance Reports
- District/LEA progress to be publicly reported annually (School Data and Statistics)



Uses of Data

Local

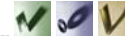
State

Federal

A. Accountability For Improved Results

B. Program Improvement

C. Public Reporting of Data



Special Education MOSIS / Core Data

Data	MOSIS File	Core Data Screen
Special Education Child Count	Student Core (December)	11 (aggregate)
Special Education Exiting	Student Core, Enrollment & Attendance (June)	12 (aggregate)
Discipline	Discipline Incidents (June)	9
Educator Course & Assignment	Educator Core, Educator School, Course Assignment, Student Assignment (October)	18/20
Graduate & DROPOUT Follow-up	Graduate Follow-up (Feb)	8 (aggregate)
Early Childhood Outcomes	Student Core (June)	NA



DESE Data Collection

- **Core Data**
 - “Screens” for specific data collections
 - Holds aggregated values
 - Many screens populated when certify MOSIS trial
 - Limited for data entry, especially for 2009-10+
 - Manual contains definitions & instructions (Exhibits)



Core Data Screen Shot

Line	Screen	Availability	Educational Environment	Male	Female	Total	Black	White	Hispanic	Asian	Indian	LEP
1	STUDENT CORE	Y	STUDENT CORE	11	11	22	11	11	0	0	0	0
2	STUDENT CORE	Y	STUDENT CORE	12	12	24	12	12	0	0	0	0
3	STUDENT CORE	Y	STUDENT CORE	9	9	18	9	9	0	0	0	0
4	STUDENT CORE	Y	STUDENT CORE	18	20	38	18	20	0	0	0	0
5	STUDENT CORE	Y	STUDENT CORE	8	8	16	8	8	0	0	0	0
6	STUDENT CORE	Y	STUDENT CORE	NA	NA	NA	NA	NA	0	0	0	0

DESE Data Collection

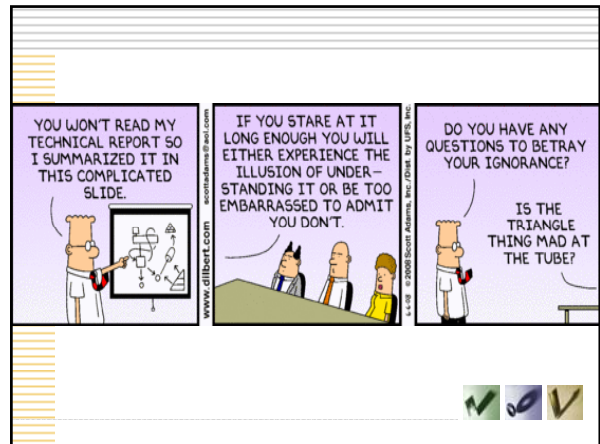
MOSIS (Missouri Student Information System)

- Primary data collection
- Student/educator level reporting
- Limited number of files (think “spreadsheets”) used for many different collections
- A data file upload is called a TRIAL
- Certifying a trial **populates & overwrites** Core Data Screen data



MOSIS Data Collection

1. You have students. Info about the students (grade, race, age, gender, IEP status, etc.) is stored in some sort of district student information system
2. The info about all the students in the district ends up in a spreadsheet (one line per student)
3. Someone checks to make sure the data in the spreadsheet is accurate
4. The spreadsheet is uploaded to the online MOSIS Data Collection System (called a "trial")
5. MOSIS runs some edit checks and identifies errors that have to be corrected
6. When all errors are gone and the trial is certified, the data shows up in the Core Data Screens



MOSIS – Core Data at the Student Level

Month/Cycle	MOSIS File
August	Student Enrollment/Attendance
October	Student Core Educator Core Educator School Course Assignment Student Assignment
December	Student Core
February	Student Core Graduate Follow-Up
April	Student Core
June	Student Core Student Enrollment/Attendance Discipline Incident



Data Collection Information

- Core Data Collection System Manual
 - <http://www.dese.mo.gov/divimprove/coredata/CDmanual.html>
- MOSIS Website and User's Guide
 - <http://dese.mo.gov/MOSIS/>
- MOSIS trainings & webinars
- SELS & SELS2
 - Listserv messages sent month prior to collection due date



MOSIS Student Core File

- Single line of data per student (70+ items)
- MOSIS ID and student name
 - District & building codes (three sets)
 - Student demographics
 - Enrolled on count date
 - IEP disability
 - IEP placement or educational environment
 - SPED program exit
 - Early Childhood Outcomes (ECO) ratings (Added in 2009-10)
 - And MANY other fields



Key MOSIS Fields

- **Attending, Reporting & Resident District/School Codes:**
 - All three codes the same for most students
 - Parentally-placed private school students considered enrolled in public district for amount of time served
 - Students placed in private agencies by district reported by district of residence
 - Students in another district (full tuition paid by resident district) reported by attending district
 - Students in another district through some other cooperative arrangement reported by resident district
 - Charters, MSB, MSD, SSSH are considered Resident District



Resident 1 or 2?

- Follow a Resident 2 model: The resident district pays full tuition to the attending district. The attending district reports the student as a Non-Resident (NR) and does all of the reporting (Student Core, Student Enrollment & Attendance, etc.). DESE moves the membership counts and attendance hours back to the resident district for funding purposes. All accountability data (enrollment, graduates, dropouts, sped child count, etc.) stays with the attending district, and this is the important part for everyone to understand and agree to. The resident district does not report the student at all.
- Follow a cooperative/alternative school model: The resident district does all of the reporting and reports the student as a Resident 1 (R1) student. All data for funding and accountability stays with the resident district. The attending district needs to send information to the resident district. The attending district will include the students in their Educator/Student Assignment files, but would not report the student in Student Core or Student Enrollment & Attendance files.



Key MOSIS Fields

- **MOSIS Student ID:**
 - Required for ALL, including ECSE, parentally-placed private school students, private placements, etc.
- **Date of Birth:**
 - Used to determine age for Screens 11 & 12 (age as of December 1) & used to verify MOSIS ID
- **Race/Ethnicity:**
 - New two question collection format translating to seven reporting codes
 - Used for aggregation purposes



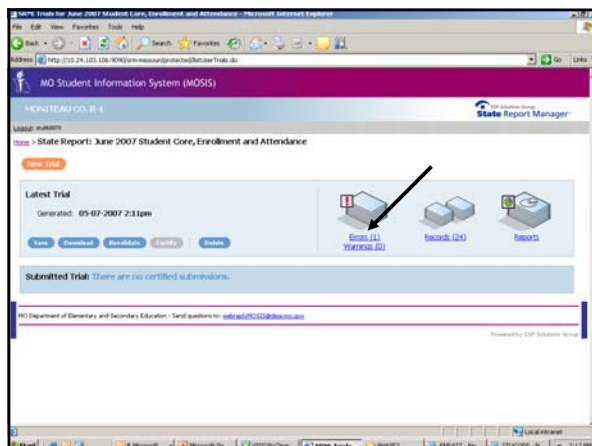
Key MOSIS Fields

- **Enrolled on Count Date:**
 - Definition varies by cycle
 - December indicates student has IEP/service plan and was receiving services on December 1
- **First Year Freshman:**
 - Will be used for graduation rate calculations beginning with 2010-11 graduates
- **IEP Disability:**
 - Should reflect status as of submission cycle
 - December cycle as of December 1
 - June cycle: should be populated if student exited special education during the school year



Key MOSIS Fields

- **Special Education Placement (aka Educational Environment):**
 - Should reflect status as of submission cycle
 - December cycle as of December 1
- **SPED Program Exit Code:**
 - June cycle: Only need to report exit codes 01-Return to Regular Education and 17-Parent withdrew student from special education
 - Other exit types will be pulled from the MOSIS Student Enrollment and Attendance file



Special Education Child Count

- Number of students with disabilities who had an IEP (or Services Plan) and were receiving services on December 1
- Includes all students receiving special education services
 - Students enrolled and attending the district
 - Home-schooled students
 - Parentally-placed private school students
 - Students placed by IEP team in a private setting
 - ECSE
 - NOT students in MSB, MSD, MSSD
- Reported via the MOSIS December Student Core File which populates Core Data Screen 11



Child Count

- **Student Core File considerations**
 - Gender, race/ethnicity, LEP status should come from student data system
 - Age on December 1 is system calculated from the date of birth
 - December Student Core File must have “enrolled on count date” marked to designate students with IEPs that were receiving services on December 1
 - Disability and educational environment should reflect status as of December 1



Child Count (continued)

- School-age Placement vs. Educational Environment
 - Generally the same except for:
 - Correctional facilities
 - Parentally-placed private school students



ECSE

- ECSE Placement vs. educational environment
 - NOT the same and need to capture both
 - Placement is used for the IEP
 - Educational environment is used for MOSIS reporting
- ECSE – separate class vs. separate school
 - Separate school would be for the most severe disabilities
 - Most children would be in separate class, even if in a building that is physically separated from other district programs
- ECSE – generally reported by district providing services



ECSE Educational Env

- Is child attending a regular early childhood program?
 - If YES, for how many hours and are the majority of special ed services provided there? **STOP!**
 - If NO, is child attending a special education program?
 - If YES, what kind? **STOP!**
 - If NO, is child receiving services at home?
 - If YES, report HOME. **STOP!**
 - If NO, report SERVICE PROVIDER LOCATION. **STOP!**



Child Count (continued)

- Data used for:
 - SPP Indicators 5 & 6 – LRE
 - SPP Indicators 9 & 10 – Disproportionality
 - Triggering self-assessment requirements
 - Triggering disproportionality reviews
 - Public reporting of incidence rates
 - Foundation formula special education add-on
 - Federal reporting
 - Miscellaneous reports



Special Education Exiters

- MOSIS June Student Core
 - A single record per student. Include the disability category (at time of exit) for those who **exited special education from July 1 – June 30**
- MOSIS June Student Enrollment & Attendance file
 - A single record for each time a student exits a school, changes grade, or changes residency status. The record must include entry and exit information
- Exit codes from both files will be used to populate Screen 12



Exiting

- The SPED Program Exit field in MOSIS Student Core only needs to be populated with the following:
 - 01-Return to regular education
 - 17-Parent withdrew student from special education
- All other exit codes will be pulled from the MOSIS Student Enrollment and Attendance file



Special Education Exiters

Student	IEP (Stu Core)	SPED Program Exit (Stu Core)	Exit Code (Stu E&A)		Screen 12
Annie	01-MR	01-Return	G01-Grad	➔	01-Return
Bobbi	02-ED	17-Withdrew	T001-Transfer	➔	17-Withdrew
Carmen	09-LD		D01-Dropout	➔	08-Dropout
Dave	01-MR		G01-Grad	➔	02-Grad
Evelyn			G01-Grad	➔	
Frank	02-ED		S000-Stopout	➔	



Exiter Codes—Who are Graduates?

- Graduated with a diploma (G01 & G02)
- Does NOT include:
 - GED recipients unless earned through the Missouri Options program
 - Students who remain to age 21, but who exit without diploma
- Does include:
 - Students who are awarded diploma based on completion of IEP Goals & Objectives



Exiter Codes—Who are Dropouts?

- **DROPOUT CATEGORIES** used to determine dropout rates:

• Received Certificate (D03)

• Reached Maximum Age (D04)

• Moved, Not Known to be Continuing (D06)

• Dropped Out (D01, D02, D05)



Exit Data

- Data used for:
 - SPP Indicators 1 & 2 – Graduation and dropout rates
 - Triggering self-assessment requirements
 - Determines “pool” of grads & DO’s for follow-up
 - AYP calculations
 - Public reporting
 - Federal reporting
 - Miscellaneous reports




Discipline

- Report of all incidents resulting in in-school or out-of-school suspension or expulsion
- All students, including students with disabilities
- MOSIS June Discipline Incidents file populates Screen 09
- Due in June submission




Discipline

- Data elements include:
 - MOSIS ID
 - Offense date
 - Offense type
 - Weapon type
 - Discipline removal
 - Length removed
 - And others




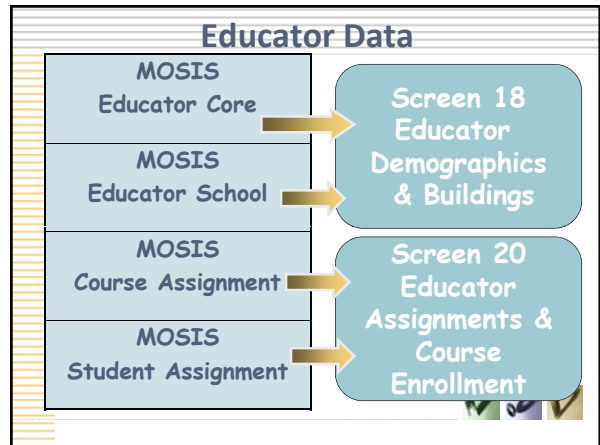
Discipline

- Data used for:
 - SPP Indicator 4 - Discipline
 - Identifying districts for review
 - Significant discrepancies in rates
 - Significant discrepancies in rates by race
 - Public reporting
 - Federal reporting




Educator, Course and Assignment

- All personnel employed or contracted are to be reported to DESE
 - Teachers
 - Paraprofessionals
 - Ancillary (Therapists, diagnosticians, etc.)
 - Administration
- Data includes basic demographic information, building information, course/assignment and student assignment information


Educator, Course and Assignment

- Special Education teachers should use codes that start with “19”
 - 195000 designates core content
 - 195010 designates non-core content
- Special Education staff should use Program Codes 06, 09, 17 or 19
- Speech Implementers – must be approved every year; code 195500




Educator, Course and Assignment

- Caseload or Student Assignment?
 - Delivery system of CO or IG – report caseload number in Educator Assignment file
 - Delivery system of SC or LI – provide students in Student Assignment file
 - Rules with some exceptions
- See guidance docs on web




HQT

- **Highly Qualified Special Education Teachers**
 - Bachelors degree
 - Special Education Certification
 - Content area expertise IF teaching and giving grade/credit in core content area
- **Courses evaluated for content area expertise**
 - Departmentalized instruction in Communication Arts, Math, Science & Social Studies (1956xx)
 - Special education core content instruction (195000 & others) with self-contained (SC or LI) delivery systems




Educator, Course and Assignment

- Data used for:
 - HQ & appropriate certification checks
 - Federal reporting
 - Miscellaneous reporting




Graduate and Dropout Follow-up

- For many years, districts have reported follow-up on graduates
- Beginning in 2009-10, began to report follow-up for dropouts who had an IEP at the time of dropping out from grades 9-12
- Report follow-up category and “SpedMetDefinition” Y/N field (may need to talk to guidance staff about this)
- Used for SPP Indicator 14 & MSIP




Graduate and Dropout Follow-up

<ul style="list-style-type: none"> • Follow-up categories <ul style="list-style-type: none"> – 4-year college* – 2-year college* – Non-college* – Military – Employment* (competitive) – Employment* (non-competitive) – Not available – Unknown – Other 	<ul style="list-style-type: none"> • *SpedMetDefinition? <ul style="list-style-type: none"> – Yes: If enrolled, enrolled for at least one complete term – Yes: If employed, employed for a period of 20 hours a week for at least 90 days – No
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Early Childhood Outcomes

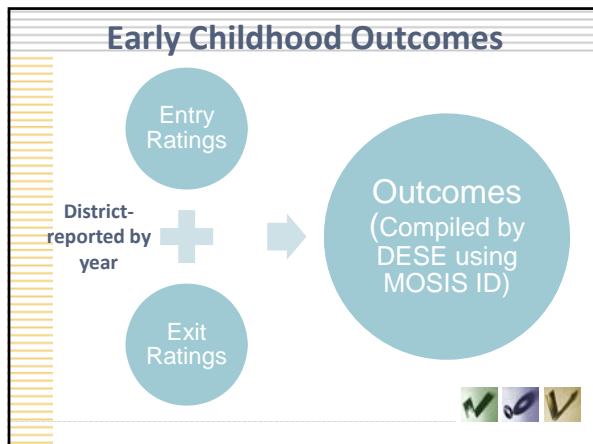
- Progress made from entry to exit in ECSE in each of the following areas:
 - Positive social-emotional skills
 - Acquisition and use of knowledge and skills
 - Use of appropriate behaviors to meet needs
- Each child is assessed in all three areas at entry to and exit from ECSE (Rating scale of 1-5)



Early Childhood Outcomes

- Data collected by district at entry and at exit from ECSE
- Data reported to DESE at end of year
 - All entry data compiled during that school year
 - All exit data compiled during that school year
 - Report via June MOSIS Student Core file
 - MOSIS ID required



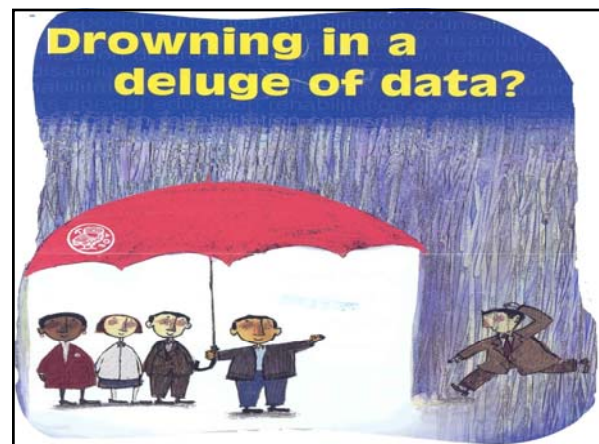


- ### Early Childhood Outcomes
- **Examples to report**
 - 2 year old enters ECSE in April
 - Child exits who entered and had entry data reported the previous year
 - **Examples NOT to report**
 - Entry & exit for child in ECSE less than 6 months
 - Exit data for children transferring to another ECSE program
 - Entry data for children transferring from another ECSE program

- ### Early Childhood Outcomes
- For more information:
 - <http://www.dese.mo.gov/divspeced/ECOtraining.html>
 - Data used for:
 - SPP Indicator 7 - ECO
 - Public reporting


- ### Parentally-Placed Private School Children with Disabilities
- I-form due June 30
 - Number of children **EVALUATED** during the school year
 - Number of those evaluated who were determined **ELIGIBLE**
 - Number of those determined eligible who were **SERVED** by the public school
 - Data used to:
 - Meet IDEA requirements for districts to report to the state

- ### Monitoring Collections
- **Part C to Part B Transition Timelines**
 - IEP by third birthday
 - **Initial Evaluation Timelines**
 - 60 day timeline
 - Both collected in IMACS the year prior to MSIP year, so not every year for every district
 - Data used for:
 - Monitoring compliance with requirements
 - SPP Indicators 11 and 12
 - Public reporting




Screen 3 – Contact Info

- Core Data Screen 3 lists out contact information for district personnel
- Current Special Education contact information is really important!




Checks and Balances

- Check that the total number of students reported is **REASONABLE**
- Use reports to **VERIFY** data
 - Data reports from DESE
 - MOSIS & Core Data
- **COMPARE** current year to previous years and find an explanation for significant changes (+/-10 and 10%)
- **REVIEW** Data Notes and Q & A on web




District Profiles

- Used as our method for public reporting of district level data
- Preliminary versions available in September/October
- Final versions posted in November/December
- REALLY IMPORTANT TO REVIEW!



Homework!

- **Review** your Year-End Summary
- **Review** your Special Education Profile
- **Bookmark** the links for Core Data and MOSIS
- **Identify** personnel responsible for Core Data and MOSIS and find out how special ed info is populated in MOSIS files



Special Education

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